

VOL. X

OCTOBER, 1946

NO. 6

# SOCIAL EDUCATION

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## Editor's Page

### PROGRESS THROUGH ORGANIZATION

FOR more than half a century we have been considering and reconsidering, supplementing and reorganizing the social studies program in the schools. Associations of historians, political scientists, economists, geographers, and educators have sponsored a long series of committee reports, some of which have been highly and deservedly influential. State departments of education and local school systems have built courses of study for various grade levels, experimented with new patterns of organization, and adopted new instructional procedures. Organizations of social studies teachers, appropriately enough, have taken a hand in the process. Textbook authors and publishers have not been without influence, and many lay groups have exercised their clear right to express their views and recommendations.

The need for continuous curriculum revision, and for related changes in teaching methods, has been clear: the school population has increased tremendously in numbers and broadened in its range of backgrounds, abilities, and needs. Rapid changes in economic life and social relationships in the United States and other lands, the rise of fascist and communist governments abroad, and the impact of two world wars have created new needs in society to which the schools have had to respond. Developments in educational psychology and philosophy, reflected in new instructional techniques, new guidance and evaluation procedures, and new relationships among teachers, students, parents, and the community have modified the purposes, methods, and content of social studies instruction.

SOME notable gains have been achieved. An elementary and secondary program once pretty much confined to history, geography, and political civics has been modified, first, by redefining and drastically revising each of those subjects; second, by supplementing them through the offering of more economics and the introduction into the program of sociology, current events, modern problems, and considerable material on vocational and personal guidance; and

third, by giving some systematic attention to the interrelationships of the subjects that comprise the social studies. Thus history has come to include far more about social and economic development, and something, at least, about the history of science, literature, music, and art. The possibilities of correlation, fusion, and integration have been explored.

The view has come to be widely accepted that the social studies taught within the program of general education should be of practical and functional value—that the social studies should respond to the immediate and ever-changing needs of society and of children and youth. That view has been reflected not only in the constantly shifting content and organization of textbooks and courses of study, but in efforts to make texts and reading materials more attractive, more efficient as learning aids, and better adapted to the maturity and ability levels of those whose civic competence they are intended to increase.

Visual and auditory media have been made available in increasingly usable form; the effectiveness of more informal teaching-learning procedures has been demonstrated. Teachers have been under constant pressure to broaden the range of subject matter with which we are concerned, to learn new instructional skills, and to develop new evaluation techniques.

THE record of activity is good, and that of achievement is at least respectable. Yet the present social studies program, as a whole, is still far from satisfactory. Gains have been very uneven; some schools cling to the subject matter and methods of a generation ago, ignoring recent changes in scholarship, in the needs of society, and in educational practice. The quality of learning is often low. In some schools the interests of students who will not go on to college are sacrificed for those who will; in other schools high-ability students are left unstimulated and frustrated. In many classrooms reading remains the sole medium of learning, to the exclusion of audio-visual aids, a range of activities that involve more than reading, and direct experience in the community beyond the school—and at the same time reading skills are not systematically



developed. Many teachers, untrained, badly trained, or in need of retraining in social studies teaching are content to teach only textbook facts, neglecting understandings, skills, attitudes, appreciations, and habits.

Too many schools still lack adequate social studies instructional materials. Most schools, in their physical setup, time schedules, and administrative policies still make many group activities and most community study difficult. Most teachers—literally and overwhelmingly most—lack time to plan and prepare, to read, and to keep alive professionally.

**H**OW are conditions to be improved? Not, it would seem, by committees of scholars alone, or textbook writers alone, or specialists alone. We need organization and cooperation. Obviously educational leadership, administrative policy and public-relations programs, community support, and improved teacher training and in-service aid can do much to better school programs in civic education. Social studies teachers, as individuals, can usually do a good deal to improve efficiency and effectiveness, but individual effort is lonely and discouraging. If, however, in our local, state, regional, and national organizations we can analyze needs, publicize them locally and nationally, and gain administrative and community understanding and support, we should be able to speed the process of obtaining adequate equipment and facilities, and even teaching assignments and schedules that make effective teaching possible.

Similar organization and cooperation are needed in attacking curriculum problems—in obtaining a better rounded and better articulated program, in keeping abreast of social change and of changing scholarship, and in better analyzing and meeting the needs of the individuals whom we teach. Our best hope of professional progress lies in the leadership, actual and potential, of our professional organizations, in their efforts to bring specialists together, and in their ability to reach teachers through meetings and publications.

ERLING M. HUNT

#### STAFF CHANGES

**R**ALPH ADAMS BROWN has been appointed assistant editor of *Social Education*. Prior to his enlistment in the Armed Forces in 1942, and while he was teaching social studies in the Haddon Heights, New

#### EDGAR DAWSON

**E**DGAR DAWSON, a leader in the founding of the National Council for the Social Studies, of which he was secretary from 1921-28 and president in 1929-30, died in New York City on April 30, at the age of 73. Born in Virginia, Dr. Dawson held degrees from Davidson College, the University of Virginia, and the University of Leipsig. After teaching briefly at New Providence Academy in Virginia, he served as professor of history and political science successively at Delaware College, Princeton University, and Hunter College; he retired from the headship of the departments of history and social sciences at Hunter in 1939. He also lectured at Teachers College, Columbia University, and at the Universities of California, Oregon, and Colorado.

Professor Dawson was president of the Association of History Teachers of the Middle States and Maryland (now the Middle States Council for the Social Studies) in 1912-13, and its secretary, 1913-18. He was author of several studies in government, of civics textbooks, and editor and part author of a volume on *The Teaching of the Social Studies*.

Kindly, devoted to his friends and professional associates, a prominent and popular figure in the meetings of the associations to which he devoted much time and effective energy, Edgar Dawson did much for the professional advancement of social studies teaching and the improvement of civic education.

Jersey, High School, Mr. Brown was editor of the Pamphlets and Government Publications department of this journal. He now resumes responsibility for that department. He will also assume considerable responsibility for the editing of National Council publications other than *Social Education*.

Dr. Leonard B. Irwin, head of social studies and more recently principal of the Haddon Heights High School, has edited the Pamphlets and Government Publications department since January, 1943. Pressure of other obligations has now forced him to resign a position which he has filled with great competence—and without compensation—for more than three years.

Mrs. Elizabeth Berthel has resigned as editorial assistant after three years of capable service.



# The Emergence of the United States as a Major Center of Culture, 1880-1900

Chester McArthur Destler

THE last decades of the nineteenth century witnessed a rapid change in the external cultural relations of the United States. Contrary to the suppositions of historians who have written under the influence of Frederick Jackson Turner, the Atlantic Ocean continued to bind America to Europe after 1815, just as the Pacific opened the way to intercourse with eastern Asia. Across the Atlantic, which served to facilitate cultural and commercial intercourse, packet ships, liners, and the telegraphic cable poured in upon the United States a swelling flood of books, ideas, technological devices, scientific data, and institutional offerings that threatened to engulf the indigenous product in the years after the Civil War. On the high intellectual plane British letters, science, aesthetic fashions, social thought, ethics, and technology exerted a paramount influence upon American standards down to 1880, while the export of British capital to the "States" and the influence of Lombard Street upon Wall Street seemed to have made the great republic as much an economic as it appeared to be the cultural colony of London and its environs. Thus the nation of Washington and Jefferson seemed destined to occupy a subordinate, tributary position in the great trans-oceanic British community of culture and trade that extended beyond the self-governing colonies to India, Latin America, and Liberal Europe.

Within two decades after Charles Darwin, Herbert Spencer, Henry Maine, Matthew Arnold,

The chairman of the department of history in Connecticut College explores the exchange of cultural influences between the United States and the rest of the world, and points out that by 1900 the United States was becoming a "world power" in the cultural as well as the economic and political sphere.

and Sir Henry Bessemer had clinched, seemingly, British cultural ascendancy on the American shore of the Atlantic, the United States had risen not only to the status of a world power but also to the stature of a major center of culture, contributing in ever-larger measure to the complex civilization of the contemporary world. This swift change in the status of American culture, regarded in the broad, anthropological sense, can be attributed to a variety of factors. In the first place, the influence of Germany upon American intellectual and professional life after 1870 rose very rapidly. In many fields of science and medicine, in economic theory, philosophy, higher education, and technology, the German contributions came to contest the field with importations from Britain. Thus the American culture, so far as it was enriched by borrowing from older centers, became at once more eclectic, more cosmopolitan, less dependent upon Great Britain. Lesser influences in the period coming from France, Italy, and the Far East worked also to the same end.

SIMULTANEOUSLY, in the eighties, the sources of European emigration to the United States began to shift from the countries bordering on the North Sea to those on the southeast shore of the Baltic, along the Danube, and from Italy to Greece along the Mediterranean. Familiar as this change from the "old" to the "new" immigration is to all students of American history its full cultural significance has yet to be appraised. Three results of this change in the ethnic character of the American people may, however, be noted briefly. First, the assimilation of the Slavic, Italian, Grecian, and Jewish strains to American political folkways and sports is known to all. Less frequently observed is the revolution in drinking habits accomplished by the stubborn resistance of this "new" stock to

the Prohibition born of the excesses of the "old." The dozen years or more since the repeal of the Eighteenth Amendment suggest the conclusion that many of the "old" American stock have taken over the moderate, more sophisticated drinking habits of the "new."

In the field of religion, the influx of Italians, Sicilians, south Slavs, Czechs, Slovaks, Magyars, Ruthenians, Poles, and Lithuanians brought heavy re-enforcement to the Roman Catholicism implanted by earlier English, Irish, German, and French-Canadian groups. The result has been to make the United States the first Catholic, just as it is the first Protestant, nation in the world. Domestically, in the nineties, the rise of Archbishop Ireland to national prominence was a harbinger of things to come. In addition, international Catholicism has been polarized increasingly by American influences, beginning with the creation of the first Cardinal in the oldest center of American Catholicism. Today, with the submergence of Catholic Slavdom beneath the Red tide, and the prostration of the German, Italian, and Austrian churches, the Vatican is inspired more and more openly from sources within the United States. The year is undoubtedly not far distant when an American Pope will sit on St. Peter's throne to symbolize the shift in the center of Catholic power from the Old World to the New. As for world Jewry, the "new" migration has had a similar effect in shifting the center of gravity to the United States whence comes the driving force of Zionism after Hitler's slaughter of the faithful from Karkov to Bordeaux.

#### CHANGES IN THE BASIC PATTERNS

**S**IMULTANEOUSLY, in the post-bellum period, American culture began to reap the fruits of a great series of domestic, revolutionary changes in its basic patterns. With almost unparalleled swiftness, American life ceased to be rural and provincial. Instead, it became at once national and urban. From individualism in all fields it passed swiftly into corporate organization, not only in economic life but increasingly so in social fields as the principle of association was applied ever more extensively as a means of adjusting the democratic heritage to the conditions of the machine age. The beginning of the Second Industrial Revolution on this side of the Atlantic precipitated, furthermore, a wave of new technological inventions that were so varied and numerous as to give world leadership to the United States in many fields of industry, in land transportation, and in communication. A pre-

mium upon invention in social and governmental fields also resulted from the desire to remedy or prevent the grave abuses then perpetrated by railroad managers and business leadership. Similar problems of adjustment confronted the traditional churches as the focus of community life shifted from the farm and village to the metropolis.

**A**T THE same time a desire to glorify the heroes of the Civil War, the attempts to solve the architectural problems of industry and urban life, and the new patronage given to letters by the "robber barons" of business combined to stimulate noted developments in sculpture, architecture, and higher education. The last field profited, also, from the attempt to equip the United States with the institutions that could give at home the technical, professional, and graduate training so necessary in the modern age.

In their programs these imported educational institutions were adapted soon to the felt necessities of the American scene. In developing practical applications of the higher learning, as in dentistry, dietetics, medicine, the myriad fields of applied science, and in developing technical studies of education, the new universities began work in the eighties and nineties that has since given the United States world leadership. In secondary education, the general high school, an American invention, rapidly displaced the older private academies in the same period. The response to these developments, in terms of growing enrollments on the secondary and university levels, has attested to the skill with which American educators have developed programs in harmony with the pragmatic spirit of their people.

Devotees of the European conception of the university, as the peculiar preserve of literary and abstract studies, have bewailed this departure. They should be gratified, however, over another product of the higher learning in America. In the late eighties James Bryce could observe, accurately, that while the level of mass intelligence was far higher in the United States than in any contemporary European nation, the American commonwealth lagged behind Europe on the highest planes of culture and learning. Today, as the result of steady building on foundations laid in the last third of the past century, the American people exhibit not only the highest level of mass intelligence but the United States has also a greater proportion of its population attending institutions of higher learning than any other na-

tion and Americans on the highest plane of learning and culture match those of any other country. It is not without significance that in Great Britain today, the Labour government wants to import the American general high school and to foster university attendance on a scale approximating that of the United States as the means of democratizing society and developing new talent.

In all these areas, and in others unlisted, the spur of necessity led to increased borrowing from the older centers of culture whenever they could supply solutions for felt needs that were in harmony with the purposes of American society. Thus in rapid succession the cities of the United States borrowed from Great Britain the Y.M.C.A., the Salvation Army, the Charity Organization movement, the institutional church, the idea of federating trades unions in a permanent organization, and the initial impetus to a great revival of sports. Newer or formerly neglected sources, such as Australia, New Zealand, and Switzerland also were drawn upon in the search for facile solutions for American problems.

#### BASIC CULTURAL TRADITIONS SURVIVE

IT MIGHT be assumed from the foregoing that the basic traditions of the integrated American culture of the antebellum era had been completely submerged by the flood of new importations after the shattering effects of Civil War and the urban-industrial revolution. Superficially, and particularly on the high intellectual plane, this was true to a very large extent. Yet even here dissenters from the Social Darwinism of Herbert Spencer and the half-imported system of historical-natural rights jurisprudence were emerging into view in the early eighties. Even earlier, among the American masses on the farm and in the workshop, the old equalitarian spirit had reared its head to attack the abuses and monopolies of the machine age, invoking the power of the democratic state in a pragmatic search for remedies that would preserve the independence of the small enterpriser and bring irresponsible corporate power to book. The independent regulatory commission, and the theory of the enlarged police power of the state were direct results of agrarian and working-class efforts to keep afloat in the age of "Big Business." Simultaneously, courageous clergymen, led by Washington Gladden, revived the spirit of Christian humanitarianism and led in the application of the ethics of Jesus to labor relations and city life. Henry George, Henry Demarest Lloyd, Jacob

A. Riis, Edward Bellamy, and progressive economists rallied socially minded clergy, the urban middle class, and discontented laborers and farmers to attack monopoly, special privilege, the slums, and poverty.

Still higher on the intellectual plane, courageous pioneers hammered out a philosophy of social action in harmony with historic American liberalism and with the practical needs of the moment. A succession of brilliant philosophers from Chauncey Wright to William James and John Dewey developed the traditional folk pragmatism of the masses into a philosophy capable of sustaining a progressive, urban democracy. In 1880, in his famous study of the common law, and subsequently through two decades on the Massachusetts Supreme Court, Oliver Wendell Holmes boldly applied pragmatism to American jurisprudence in a sustained effort to adapt it to the needs of the new age, just as the Department of Agriculture, the new universities, and educators were applying the new science and research techniques to the practical betterment of American life. In sociology, Lester Ward and Edward A. Ross, and in economics Richard T. Ely and Simon Patten (both trained in the German historical school), led the revolt of the intellectuals from the negations of Social Darwinism and Manchesterian economics into a practical, first-hand attack upon contemporary problems. Galvanized by the shock to middle class complacency administered by Bryce's *American Commonwealth* and Lloyd's *Wealth Against Commonwealth*, by prolonged hard times, and by the Populist-Bryanite rebellion against irresponsible economic power, the traditions and aspirations of the American culture reasserted themselves in time to fix the tone and determine the objectives of the Progressive Era.

At the same time the rapid development of new concepts, institutions, scientific knowledge, technology, and art forms in the rising cities, factories, universities and on the railroads of the United States led Americans to offer these innovations abroad or induced Europeans and Asiatics to borrow them in turn as means of satisfying their own necessities.

#### THE EXPORT OF CULTURE

THUS trans-oceanic cultural transmission, so far as the United States was concerned, became a multi-channeled process in which the contributions to the outside world made by American genius came to balance more and more the borrowing from abroad. If the social criticism



of James Bryce and W. T. Stead sharpened American awareness of grave domestic ills, Henry George ripped wide open the great question of land monopoly in the British Isles and Australasia and Henry D. Lloyd taught the British to fight American trusts and their unsocial methods as they invaded Europe. Moody and Sankey aroused the British masses to a more emotional religion, while the Oxford reformers of the Anglican Church taught Americans the Social Gospel and the practical advantages of social settlement work in the urban slums.

American wage-earners, indebted to Britain for the new-model trades union, were the first to urge the Swiss initiative and referendum upon American democracy, and to induce the Farmers' Alliance to join hands in giving decisive support to the campaign for the Australian ballot as a means of freeing the American masses from the rising plutocracy. On the other hand, it was the genius of American farmers, merchants, and their representatives that showed Great Britain how the independent regulatory commission could prove an adequate substitute for government ownership and operation of railroads, telegraph, and telephones, while within the United States the regulatory commission proved more acceptable than proposals for state socialism imported by radical reformers from Europe and Australasia.

Pragmatism, an indigenous product, appeared to contest with older systems of philosophy and the new materialism in Europe as well as the United States by 1900, while American psychology had assumed a position of world leadership. So likewise had the geology and geography taught in American universities, to which foreign students were already migrating to learn first hand from Newberry, Gilbert, and Dutton.

**T**HE impact of American culture was felt in Europe in many fields by the turn of the century. American architecture had already taken the lead in designing office and industrial buildings. American dentistry had long set the pace abroad, while American surgery was repaying European medicine in almost equal coin for the great discoveries of Pasteur, Koch, and Lister that revolutionized medical practice on both shores of the Atlantic.

In the field of technology the American contribution to European industrial, transportation, and lighting systems was of major importance. Before the Civil War the importation of Ameri-

can machine tools had helped to revolutionize the British machine tool industry. Now, in electricity, Sprague, Edison, and Westinghouse set the pace abroad as well as at home. In the technology of steel production the American plants were clearly supreme. In this field, as in that of machine-tools manufacture, European technicians and plant managers were traveling to the United States to keep abreast of developments. The same was true of railroading, electric traction, and subway operation. By the force of our competition in European, colonial, and neutral markets, continual adaptation of European industrial techniques to American tools, machinery, and production methods was produced in the clock, watch, stove, firearms, nut and bolt, screw, tube, and printing industries. American hoisting and excavating machinery, re-enforced concrete, typewriters and sewing machines, electric-power production, and telephones dominated the field.

In Britain the invasion of the American theater and of rag-time music on the popular level were paving the way for the twentieth century supremacy of American movies throughout the Old World. In business relationships it was the Standard Oil that developed the first great international cartel in its division of markets with the Scotch and Russian refiners, while it pioneered in the large-scale investment of American industrial capital in Europe and Asia.

**T**HE giant business corporation and cartel, as factors in international cooperation and rivalry, were single examples of trans-oceanic institutional ties that bound American culture into the wider civilization of the Western world. In world-news gathering the Associated Press had already come to terms with Reuters and Havas. Participation in the International Red Cross and the foreign missions sponsored by American churches on all continents illustrate the institutional character of international humanitarian and religious activities in which the United States participated. By 1895, also, the British Christian Social Union had established branches in the United States, Canada, South Africa, and Australia as a means of dissemination of the Anglican Social Gospel. By way of return, the W.C.T.U., led by Frances Willard, invaded Great Britain where, aided by Lady Henry Somerset, it made the temperance cause international and gave added impetus to the woman's rights movement as it was doing in the United States.

America participated also in the peace movement, which again became international and dynamic in the late 'eighties. Then Frances Willard, Alfred H. Love, Edwin D. Mead, and the Reverend Edward Everett Hale participated as equals with British and Continental leaders in the International Arbitration League and the American inspired Universal Peace Congresses which did so much to promote an Anglo-American entente as well as to lay the foundation for the Permanent Court of International Arbitration at the Hague in 1899. American congressmen participated in the Inter-Parliamentary Union which also worked to preserve peace, in sessions that began at Paris in 1889.

Feminism, spurred on by Elizabeth Cady Stanton, Susan B. Anthony, and Frances Willard, likewise became international under American auspices when the International Council of Women began its quinquennial conferences in 1888, the delegates to the initial conference coming from England, France, Norway, Denmark, Finland, Canada, India, and the United States. Among American left-wingers, the exotic Socialist Labor party and later Eugene V. Debs' emerging Socialist Party were bound by the Second International into the international community of revisionist, democratic Socialism.

#### INTERNATIONAL LIBERALISM

AMERICAN liberals, in contrast, enjoyed no such institutional basis for cooperation with liberals overseas. Nevertheless, something of an international liberal community had developed before 1900 between American reformers and their friends in Europe, Australia, New Zealand, and Canada. It had been built up through correspondence, travel, participation in successive World Expositions and international conferences, and the interchange of programs and literary productions. In 1893, for example, English Fabians, labor leaders, co-operators, and liberals traveled to the World's Labor Congress that was sponsored by the World's Columbian Exposi-

tion in Chicago in late August, 1893. There they met similar figures from Germany, France, Italy, Australia, and America, exchanged views, and paved the way for future intercourse, while leading visitors lectured to American audiences with striking effect as they returned home from Chicago.

Similar interchange between foreign and American leaders was accomplished by other congresses held by the Exposition's Auxiliary in such fields as art, philosophy, religion, education, literature, commerce and finance, medicine, feminism, temperance, and evolution. Thus the "White City" on Lake Michigan symbolized the emergence of the United States to independent status as a major center of culture, just as the newly formed Pan-American Union was opening the door to increasingly intimate cultural intercourse between the United States and the nations south of the Rio Grande.

Within five years' time, also, the mobilized influence of the American missionary societies and clergy was an undoubted factor in William McKinley's decision to retain the Philippines, an action that plunged the United States permanently into Far Eastern power politics. Already the impact of American missions was drawing China into the cultural orbit of the United States, and St. John's College at Shanghai was producing the first of the liberal officials who would soon take the lead in the long struggle to modernize their ancient civilization. In 1889, it was the influence of the United States that prevented the outright dismemberment of China after the futile Boxer outbreak, and paved the way for the subsequent remission of the Boxer Indemnity. It was this action by the government at Washington that made American universities the focal point of the overseas educational program of the new China, and which fashioned the cultural ties that are the chief reliance today of Chiang Kai-Shek and the United States in their efforts to build a liberal, Chinese nation.

# The Social Sciences and the University

L. H. Garstin

**I**N RECENT years the elementary and secondary schools of the United States and Canada have conducted a searching survey of their functions in relation to social change and the contemporary social crisis. Resulting experimentation has attempted the training of children so that they might gain a better understanding of the contemporary social structure and acquire habits and attitudes that would make them better citizens in an interdependent world.

New methods of education have gradually taken hold throughout the length and breadth of North America, though not without a good deal of criticism. Some say that they encourage lax discipline. Others say that they result in poor teaching. Still others say that they stress the intangible goals of education to the exclusion of all fact learning. The university is particularly prone to criticize these new experiments as failing to train students for university careers.

Perhaps the criticisms are partly justified, but at least an attempt has been made to fit elementary and secondary education more closely to the needs of social life today. Can the same thing be said of the university, where many teachers obtain their professional preparation? Is the university doing its job equally well?

Some realization of the problem has undoubtedly struck the university. Thus Robert Maynard Hutchins of the University of Chicago (much as one may disagree with him) has gone far from orthodox practices in his attempt to make the university more meaningful and vital in social life. Columbia College has not been lagging in

new ideas. And the same may be said of other colleges and universities too numerous to mention here.<sup>1</sup> Nevertheless the university does not appear, on the whole, to have kept up with the changing times—which require stress on the social sciences in educational institutions.

## DEPARTMENTAL SPECIALIZATION

**W**HAT strikes one most on reviewing the curriculum content of the typical liberal-arts college is the traditional nature of that content and the rigid division among subject-matter fields. History, for instance, remains largely history, entirely divorced from such related subjects as economics, political science, philosophy, psychology, and sociology—each of which is similarly taught in isolation.

The same narrowness maintains in other subject-matter fields of the liberal-arts college. Similarly there is scarcely any attempt to correlate languages with other work that the university student may be undertaking. Classical traditions prevail, and the civilization—often even the literature—related to foreign languages is still frequently neglected.

In teaching English, how many English professors send a reader of *Pride and Prejudice* to a well-written historical description of the position of women at the time of its author's existence, in order to aid in an understanding of the novel's social background? And for that matter how many professors of economics or history assign Dickens' works as valuable documents on nineteenth-century social conditions?

The "pure" and "applied" science courses reveal much the same state of affairs. There is not much attempt to relate science to social welfare. The courses are too "pure." Yet science, after all, does not operate in a social vacuum; it operates in organized national and international communities and no would-be scientist has the right

<sup>1</sup> The Harvard report, *General Education in a Free Society* (Cambridge: Harvard Univ. Pr., 1945) should of course be cited.

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College programs, in keeping subjects too specialized and too separate, fail to develop needed social understanding among students. So protests an instructor in social studies in the Kimberley, British Columbia, Junior-Senior High School, who adds a proposal for a better balanced and better articulated curriculum.

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to become a scientist without an understanding of his relationship to and responsibility for a well-balanced social structure.

#### THE CONCEPT OF GENERAL EDUCATION

THE solution of the whole problem lies in a radically altered conception of the role of the university in the modern world. In the past its main role has been to turn out teachers for colleges and high schools and to give the small élite of intellectuals and research workers an acquaintance with the vast store of knowledge accumulated in the past and with the new avenues of knowledge being continually explored and broadened. But in ever-increasing numbers students are flocking to the doors of the colleges—including many students who come to the university for a far more general education than the compartmentalized and specialized education they are now offered. They want a broad background of knowledge that will enable them to understand the world more intelligently so that they may act as citizens of a community, be it local, national, or international, with wisdom and foresight.

The functions of the university thus become threefold: (1) to train carriers of knowledge; (2) to train competent research workers and professional men; and (3) to train a large group of individuals for a more intelligent part in effective citizenship and personal living.

At the present time the university is neglecting the third function at the expense of mankind's future.<sup>2</sup> If the university is to train adequately the leaders of our modern interdependent world, it must break down the compartmentalization and specialization of subjects and it must reorganize the curriculum into a unified whole, stressing the social sciences.

Regarding the construction of a unified liberal arts college curriculum, the lead can be taken from the high schools. There, history, geography, and economics are often integrated in the social studies. There, also, algebra, geometry, and arithmetic are often integrated in mathematics. Similarly, in the university, history, economics, geography, psychology, and sociology should be integrated into a social science curriculum. Such a correlated curriculum would require a good deal of experimentation in the early stages, but such efforts would pay well in the long run.

<sup>2</sup> This is not to say that there is no need of change in methods of training teachers, research workers, and professional men. Many of the proposals outlined in the following paragraphs apply equally well to their education.

In English the same sort of thing should hold true. If a student is interested mainly in political science, then the English he takes should be closely integrated with this main line of interest. His reading should center around the reading of the outstanding political theorists, English and American political philosophers, with attention to outstanding English and American poets and novelists who wrote as contemporaries of these political theorists. If the student's interests are mainly historical, his English should center around the reading of such high-ranking historians as Gibbon. A student of French who is interested in political science should read the great French social scientists, novelists, and essayists. In this manner correlation and integration might be achieved.

#### A NEW CURRICULUM

HOW are the social sciences to be stressed? The answer appears to be an entirely new curriculum with more constants and less optionals than is at present the case in most liberal arts colleges. Below is outlined a suggested four year course that might fulfill the aim desired:

##### FIRST YEAR

###### Constants

Elementary Social Causation  
Elementary Psychology  
Elementary Biology  
History of Political Philosophy  
History of Economics

###### Options

English, any language, Mathematics, Physics, Philosophy or any other liberal arts course—choice to be made from one of these.

##### THIRD YEAR

###### Constants

Contemporary Sociological Problems  
Psychology of Culture  
One History course not yet taken to be chosen from those offered by the liberal arts college  
One English course not yet taken to be chosen from those offered by the liberal arts college

###### Options

Any two courses in the liberal arts curriculum not already taken.

##### SECOND YEAR

###### Constants

Introductory Sociology  
Social Psychology  
Contemporary History  
Contemporary Political Philosophies  
Contemporary Economic Philosophies

###### Options

Any course in the liberal arts curriculum not already taken.

##### FOURTH YEAR

###### Constants

History of Ethics  
Psychology of Adjustment  
One History course not already taken to be chosen from those offered by the liberal arts college  
One English course not already taken to be chosen from those offered by the liberal arts college

###### Options

Any two courses in the liberal arts curriculum not already taken.

IT MUST be stressed, again, that this proposed curriculum is intended for that large body of students who desire only a general education that will train them for intelligent citizenship. For those who wish to take scientific or professional courses the curriculum would have to combine professional training with sufficient work in the social sciences to enable them to play their roles as citizens with intelligence and discernment.

For the student wanting a general and liberal education, however, this proposed curriculum provides both for integration and correlation and for emphasis on the social sciences. In the first year, for instance, the course in Elementary Causation should draw attention to current social problems and outline the various theories of social causation propounded to account for the rise of these problems. Elementary Psychology should provide an understanding of human nature as a factor in contemporary social problems and in social causation. Elementary Biology should stress the physiological basis of psychology—paying particular attention to the nervous system, the mechanisms of heredity, and the nature-nurture controversy which so affects our solution of social problems. History of Political Philosophy should deal with the various attempts made by mankind to organize society in such a way that the direction of social change may be predicted and controlled. History of Economics should be concerned with the various attempts made in the past to organize methods of production and consumption under different forms of political organization. The emphasis throughout this first year is thus two-fold: to provide an understanding of social problems as a whole, and to create an elementary historical viewpoint. The optional courses provide a means of allowing for satisfaction of interests not related to the social sciences.

The transition from the first to the second year could be accomplished through correlation and integration of the second-year courses with those of the first year. Introductory Sociology should expand the field of social causation and should include other more detailed sociological problems such as those of the rural and urban culture pattern; the nature of crime and its treatment, and the question of war and peace. Social Psychology should concern social movements, the nature of social institutions and other allied topics, thereby expanding the field of elementary psychology to include the psychology of group life. The course in contemporary history

should survey the historical aspects of modern national and international relations, and devote attention to the facts of recent historical narrative. The two courses in contemporary attitudes should deal with proposed solutions to the political and economic organization of our time and relate them to the historical aspects studied the previous year. The options should serve the same purpose as in the freshman year.

The third year should advance the dominant theme still farther. Contemporary Sociological Problems should deal in more detail with the sociological issues raised in their historical setting in introductory sociology. The Psychology of Culture should treat such topics as culture contact, culture diffusion, culture conflict, and culture integration, that is, it should deal with problems concerning the relations among societies and social groups in contact with one another. The two courses in history and English should serve to broaden general background.

The fourth year introduces the problem of Ethics—of what ought to be as distinct from what is. This History of Ethics would be concerned with such questions as the ethics of the individual in relation to other individuals; and with the ethics of economic, political, and social organization, where moral relationships must be determined and moral principles suggested. The Psychology of Adjustment presents the problem of adjusting individual and group behavior to environment and adjusting environment to the fundamental characteristics of human nature.

Such an integrated and correlated curriculum would require a large degree of cooperation and planning on the part of the university administrators and staff. They would have to cooperate in preparing the details both of each course and of the whole four year curriculum. The basis of their planning would be the common object of offering their students a unified and integrated body of knowledge. Such a curriculum would necessitate a constant watchfulness to prevent repetition and overlapping. There would be a need for frequent consultation regarding required reading material, essay assignments, and synchronization of subject-matter fields. Correlated topics in different subjects would have to be taught at the same time in order to make integration a fact rather than a theory. Until steps are taken in the directions indicated in this paper the university will continue to fail in its task of teaching the social sciences so that they are of value to a large segment of the university population.

# Current Events in the Ninth Grade

Hazel L. Torrens

IT MUST be so interesting to be teaching history these days," gushed even the layman during war years. "It is," replied one teacher, as she thought of the work done in her ninth-grade history classes where the first ten minutes of each period is given over to chatty discussion of the news, a discussion which often leads straight into exciting current-events forums.

As class discussion of some item becomes controversial—for example, a mere mention of Navy Day developed into a difference of opinion concerning the advisability of unifying our national defenses—time is taken out to formulate on the board a clear statement of the problem. When this has been done the newly adopted "problem" is added to a class list of other issues similarly arrived at and recorded for future study.

Before the proposed study can be undertaken, all know that a good deal of reference material has to be located. The secretary prepares a large manila envelope or folder properly labelled with subject and date to hold the material. Nearly all subsequent meetings of the class will be good for at least one clipping or source. When a good treatment in a popular magazine is located, the discovery is announced and recorded for the benefit of all those who may have the item at home.

At intervals of two or three weeks the class selects one of the topics for intensive study. Sometimes before making the selection the pupils ask to have the entire list of problems read aloud to them that they may choose the one which the majority wishes to study. One consideration to which thought is given is the amount of material on each subject in the file. A bulging file is often an invitation.

After a choice of subject has been made, four speakers are chosen—two to favor and two to oppose. Care is taken to secure those who have a special interest in the subject, or those who have

not spoken in the recent past. Finally a date for the forum is set, usually about ten days in advance.

## PREPARATION FOR THE FORUMS

EACH speaker prepares a three-minute speech and submits it to the teacher a few days before the forum, in order to give her an opportunity to confer with him if his preparation seems faulty or insufficient. All the members of the class are preparing at the same time by "reading up." As they read they are trying to form a point of view, and to summarize four or five points in its support. They are encouraged to take notes for their own use at the forum, and they know from experience that they need to be able to quote their authorities. Most of this reading is done out of class, each pupil keeping an item overnight and then returning it to the file.

Of course the teacher prepares, too. In fact her preparation begins just as soon as class interest in a problem becomes apparent. She also makes contributions to the file and often pencils on margins such comments as: "for," "against," "official," "general discussion." Pupils say that this helps them, especially with difficult material.

There is no neglect of the radio as a possible source of good information, for the art of listening is being highly developed by the growing generation. Notices posted on the blackboard or bulletin board keep the class informed of those forums on the air that are scheduled to deal with the current problems of the group. Sometimes the class enjoys a day-time program together as when, for example, the President became a sort of guest teacher as he discussed the adoption of universal military training.

## THE FORUM

ON THE day of the forum all other class work is set aside. The chairman and the speakers take their places at a table in the front of the room. The subject is formally announced, and the speakers are introduced, one for the affirmative and then one for the negative, until the four presentations have been made. Follow-

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This report comes from a teacher in the Glen Rock, New Jersey, Junior High School.

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ing a brief period for rebuttal, the question is opened to the entire group for still further discussion. This is usually most vigorous and requires the exercise of considerable tact and good judgment on the part of the chairman. He works hard to guide the discussion properly, allow all an equal opportunity to speak, and head off needless repetition. A few minutes before the end of the period he checks further discussion to allow pupils, previously chosen for the task, to make a summary of the arguments presented.

The teacher's task in supervising the discussion of a group of ninth graders is not easy, although it becomes more so as the pupils gain experience. Usually the writer prepares a list of arguments, on both sides, for her own use. As an argument is presented she checks it off her list. At the end of an occasional period she is able to announce that all of her points have been covered, and she can think of nothing to add to what has been said. Those are moments of triumph for an elated class.

#### ARE NINTH-GRADE FORUMS DESIRABLE?

**M**ANY teachers have expressed misgivings concerning the wisdom of letting pupils of junior high school age discuss controversial questions. The arguments offered usually indicate the inexperience and lack of knowledge of the questioners. This opinion reminds one that Aristotle thought flute playing bad for the morals of the people. A group of ninth graders wrestling with a current problem strongly resembles a whole army of flutists pelliwinking away at once, but with no moral loss to any of them. The tone sometimes becomes thin, but the essence of harmony is there. If the question is "Can they?" the answer comes back, "They do."

They can discuss well enough any question about which they care enough. This simple rule follows the old but still good theory of the construction of the curriculum, this time the current-events curriculum, in terms of the experience, interests, and degree of maturity of the pupils. To be sure they fumble sometimes, but when they do their fumbings are at least respectable efforts.

More often they do not fumble. At one time a group clamored for a discussion to fix the critical battle of World War II. The teacher de-

murred and procrastinated, thinking it not too important and beyond their grasp. As the demand grew, and June approached, she gave in. Their discussion was illuminating, and their consensus of opinion uncannily correct. This was proved months later when General Marshall's report was made public. With both incidental fun and much profit they even discussed "Will the Dumbarton Oaks plan bring peace?" while "Should the voting age be lowered to 18?" and "What should we do with Germany?" were not too difficult for them to handle intelligently. "Should the United States share the secret of the atomic bomb?" was scheduled with teacher reluctance, and marked off with teacher pride.

#### CONCLUSIONS

**T**HE children like these open forums better than closed panel discussions, or committee work, because they like action. To them a forum is a competition, a contest in which they have a natural desire for something to happen. They want a solution, they want it in black and white, and above all they enjoy a sense of "winning" while arriving at it. They sometimes complain that they come to a forum with an answer, and leave without one. They are reminded, however, that this is important preparation for citizenship in a democracy, and there will be no quick or easy solutions to many of the problems they will face as adults. Moreover, they learn that little that has been said is final, because each new day may bring another opportunity to reexamine a past "solution" in terms of new evidence.

Experience with these forums has completely satisfied one teacher that ninth graders, when given the necessary guidance and encouragement, can acquire tolerance for the viewpoints of others, a contempt for unsupported facts and opinions, and a keenness in going to the heart of a question. Most important of all, there are at least two very important carry-overs into their regular class work. In the first place, their habit of insisting on authorities and on logical presentation is not forgotten when they are discussing various "textbook" phases of their social studies work; secondly, for weeks, and even months, after one of these current-events forums the members of the class will mention new evidence, or new arguments, that they have just found.

# Education or Annihilation

James A. Storing

**M**OST students and teachers of the social studies will agree that the teaching in their field has always had serious difficulty keeping abreast of technological developments. Part of this, no doubt, is inherent in the very nature of the social organization—which is static unless serious jolts require gradual or abrupt change. But even when the need for change is generally evident, the social studies curriculum not only fails to provide a chart for change but often, by its very nature, acts as a resistance factor. It is not difficult, for example, to prove that some aspects of social studies teaching have never fully caught up with the implications of the Industrial Revolution. In spite of this we are now faced with the need for adjusting to a new age—that caused by the discovery of atomic energy.

Is the social studies teacher going to be able to meet the tremendous challenge posed by the implications of this new discovery? Will the teacher be prepared for this task in the face of the difficulty of even venturing a reasonable guess concerning the ramifications of the problems that must be met? Can the social studies curriculum be revised and revitalized quickly enough to enable it to offer the facts and mold the attitudes necessary for man to adjust his social organization and techniques to meet the new needs? These are not academic questions. They are the only questions that matter now. Unless they are answered satisfactorily and without delay, all other questions about teachers and curriculum might just as well remain unasked. They won't be necessary.

## BLOCKS TO NEEDED CHANGE

**T**HERE seems to be ample reason to doubt that satisfactory answers to these questions

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The responsibilities of social studies teachers for developing intelligent public opinion and public policy in controlling atomic bombs are vigorously stated by an associate professor in the department of political science in Colgate University.

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can be found. Social studies teachers seem to lack the vision, the confidence, and sometimes even the training necessary to face abrupt change. They seldom accept the responsibility of working out solutions to current social problems. When they do—and even if they are completely convinced that the solutions are wise—they rarely agitate for the popular acceptance of their ideas. More often they present their well-considered proposal as one of several “alternatives.” Thus they are able to maintain the illusion of objectivity without realizing that some types of objectivity are often not only impossible but downright dangerous. There are good and sufficient reasons for this state of affairs but this is not the time to consider them.

The social studies curriculum both in the secondary school and in the college is, on the whole, inadequate. This remains true in spite of numerous attempts at makeshift revisions. The social studies curriculum fails to place the proper emphasis upon the implications of technological change since most of these implications are examined from the historical and not the contemporary, analytical viewpoint. For the most part, the curriculum looks backward, not forward. In recent years attempts have been made to reduce the time spent on reviewing the past and to increase the emphasis upon contemporary affairs. But even with this change, “contemporary” affairs often pass into history before they are given anything like thorough consideration by the students and teachers of the social studies.

There seems, then, to be considerable difficulty in keeping up with the present, and no time available for the future. This is true in spite of the fact that, for most people, the future is far more important than the past. However, no responsible student of the social studies will deny the need for a comprehensive historical background. Only through the study of history can one obtain a proper understanding of the scope and nature of the social problems posed by technology and science. But understanding the problem is only a first step. The citizen in a democracy needs to know what he can do about the problem. And the social studies curriculum

as now constituted does not provide the answers. It rather generally fails to outline specifically social and political techniques and gives few clues to the citizen on steps necessary to reach the desired goals in the social, economic, and political community.

Moreover, the social studies curriculum places practically no emphasis on social morality. And many of the problems posed by the Industrial Revolution as well as by the atomic discovery are ethical and moral, not simply economic and political. If a student becomes socially responsible and possessed of a code of social ethics under the present program of social studies teaching, he does so largely by accident. There is little in the curriculum which would give him a foundation for building a social ethic.

The atomic bomb is the greatest challenge that the teachers of social studies have ever faced. It is a challenge that is confronting them *now*—not next year. Improper solutions *now* may lead to a war of annihilation not in the next generation but in the next few years. Thus—solutions cannot be awaited. Evolution of procedure and organizational techniques to cope with the new discovery simply will not come soon enough. Clear-headed thinking leading to forthright action is indispensable. We haven't time to engage in academic speculation based upon long-drawn-out studies.

#### NECESSARY NEXT STEPS

**I**N THE face of this challenge what can the social studies teachers do now? In the first place most social studies teachers themselves need to study and learn to appreciate the real implications of the discovery of atomic energy. After that, they may be expected to transmit information and some challenging suggestions for meeting the problem to the student who is groping for a solution. Here again it seems certain that the so-called "objective" methods so cherished by the teachers of the social studies will not alone be adequate. We all will need to become advocates of whatever social organization is necessary to adjust to the new discovery. Without question something can be done with the historical method. For example, a really vivid comparison of the social effects of the discovery of fire and

gunpowder with the possible effects of the discovery of atomic energy would be a challenging educational enterprise.

The social studies teacher can show conclusively that atomic energy may make certain parts of our present economic and political systems completely obsolete. This is a fact that all must be prepared to recognize. We will need to condition ourselves for shocks which may completely revise our so-called "fundamental" concepts of political, economic, and social organization.

Specifically, the social studies teacher can demonstrate beyond the shadow of doubt the inadequacies of the present state system based upon national sovereignty. There is no longer any time to compromise on this issue. And there is no time to wait for evolution to solve the problem.

If students could be conditioned throughout grade and high school to regard international collaboration as indispensable for human survival, the world state, which is as logical a next step in political organization as the nation-state was in the seventeenth century, will have a chance to be born in the next ten years.

#### REACHING THE COMMUNITY

**T**HE social studies teacher simply cannot confine this program or any other program to the classroom. As leaders in communities, social studies teachers must be held responsible for carrying the educational program beyond the classroom to the community. This can be done through adult-education classes, community forums, and in countless other ways. The school people of the community must take the initiative in this program. Other community leaders will be glad to assist and will do much to remove any stigma that may attach itself to the program if it becomes too closely identified with what has become stereotyped as adult education.

Yours—I should say ours—is a terrifying responsibility. We have fumbled others. We simply cannot fumble this one. It may mean—in fact many of our eminent scientists are saying that it *will* mean—the difference between a flowering culture and complete annihilation for man. There seems to be no alternative for society. There is none for us.



# Social Studies and Group Work

Dorothy H. Stewart

**M**ANY teachers hesitate to organize group work in social studies because they do not thoroughly understand how to plan group activities. Some are not confident of their ability to retain an orderly class if they use this technique. Some are fearful that the children will not learn efficiently and measure up to expected standards. To others it appears that since class work consumes less time in planning it is therefore less work for the teacher.

When one enters a classroom where group work in social studies is being carried on successfully, the visitor does not at once realize the careful planning that has been done on the part of the teacher to enable children to obtain information, assemble and organize it, and present it to the class. All seems calm, serene, and well in hand, on the surface. This result, however, is not achieved in a short time—often not in a year. It involves skill in cooperation which grows with the child. As early as the first grade, children need to be taught to work together, to make simple plans, and to find information. Through successive grades they build on this foundation.

In preparing to carry on group work, it is important that many books, magazines, reference books, and other materials be at hand. Material should be available on several levels. It facilitates work if the classroom furniture is of the movable type so that children may form into groups in which to work. However, if immovable furniture is used then it may be possible to have some work tables brought into the room. Or children may exchange seats so that they will be opposite those with whom they are to work. Some studies have been done which show that children prefer to find material rather than to have it all located for them by the teacher, that they prefer to work with multiple texts instead of one book as a class text, and that they prefer to work in groups rather than as an entire class.

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These practical suggestions come from a social studies teacher in the Bigelow Junior High School, Newton, Massachusetts.

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## SUGGESTED STUDY PROCEDURES

**A**FTER seeing a class carry on such a procedure successfully, it is a temptation to try out the same work in one's own classroom. There are, however, some danger areas to be noted. To divide an entirely inexperienced and unprepared class into groups would be difficult for even the experienced teacher. Confusion and failure would probably result. The teacher must first build his own store of information, secure materials, and have in mind the outcomes which he expects to result from the unit. He should discuss with the children the unit which is to be worked out in order to discover what information they already have on the subject and what information is lacking. It is well to have the children tell what they would like to find out. All the questions should be assembled under topics—such as clothing, food, shelter. A permanent record may be hung in some part of the room for future reference, or kept on the board.

At the start two or three responsible children may be chosen from the class to look up material by themselves. This may be one of the topics which evolved from listing the questions. The teacher will, of course, work with the remainder of the class. The children working alone must always have definite tasks to do or definite information to locate, and they must understand what they are trying to find.

When the class is ready for a discussion this separate group should have its opportunity to present what it has found to the class. This is the time and place for the teacher to explain how these few children have carried on their work, and to help all the class realize that this type of work is a reward for being able to work by one's self successfully.

It is always well to proceed slowly. When a new unit is undertaken two groups may be organized for independent study and search of materials. From then on the number of groups may increase as rapidly as the teacher desires. In some classes all the children may work in independent groups. In other classes there will be children who, because of difficulties in read-

ing, inability to get along with others, or other reasons, should work with the teacher. When one child does not do his part in a group, he may be recalled into the main class so that he will realize that working with a small group is a privilege and necessitates being able to conduct himself as a good room citizen.

To the teacher who has always relied on class work, group work will at first present many problems. Emphasis will be shifted from the getting of information as the sole objective to the broader aim of both getting information and helping the child to grow in his relationships with other children. Many talents and abilities will be revealed in group work that were never suspected when all the children worked together. When a child works in a class and on the same material which all the other children are studying, there is no incentive to be original, except for those whose work is always outstanding. The results in group work give the exceptional child and the slow child an equal chance to express himself through his work and thus gain satisfaction from it.

Since not all children do the same thing equally well, group work helps to utilize individual differences. Some children may be superior in finding material, others will do well in summarizing information, while still a third group may excel in hand work or the art expression of the unit.

**A**FTER material has been found and is ready to be given to the class, consideration must be given to the method of presenting the information. At first, simple oral stories should be used. These give the child the opportunity to stand before his classmates and tell what he has found. Anyone in the class may make additions when one pupil has finished. As additional units are studied there should be a variety in the manner of presentation and the ingenuity of the children should be developed and used. Simple oral talks may be replaced by reports in diary form, trips, conversations, or newspaper talks; radio skits or plays may be written; exhibits may be shown or instruction given on how to make or use objects. The more variety there is in the giving of the report, the more interest there will be and the more incentive for still further improvisation and experimentation.

The reports should not be given merely to entertain the rest of the class. All the pupils should be held accountable for retaining part of

the information presented. This may afford valuable instruction in note taking. Of course, what goes on the paper should be brief yet suitable for use in later discussion. Again, after reports have been completed the teacher may talk them over with the class to make sure that they understand the points which are important. He may also make additions of his own. It is neither essential nor possible that they remember all that was told them. After talking it over with the class they may be tested to see how much of the essential has been retained.

It will be seen that the manifested interest is the drive which brings success to the individual. The classroom will not be the same quiet place in group work that it was in class work. There will be moving about the room and quiet talking. The orderly, neatly arranged rows of desks will be gone. But in their place will be interested, busy children, with a resultant growth in pupil development which could never be brought about by class work. The constant urging by the teacher that a child get his work done may disappear, for now he realizes that he is a link in the chain that makes up the whole. If he does not do his part the whole will not be a success. Group work never moves quickly or certainly, for information has to be sought out, worked over, organized by the children, and then given to the class.

The time consumed in group work is rewarded by the outcomes that never could have been reached by the other method. In working out a unit by the group method the children grow in their ability to plan for themselves and to see an idea through to completion. They gain the ability to work together, and to subordinate themselves to the good of the group. They learn that all have something to contribute to the whole and that often each one has to be a follower instead of a leader. They respect the abilities of others, and the work that each can do to contribute toward the whole. They are much better able to find material, analyze it, pick out the pertinent from the extraneous, and to organize material from several sources into one paper or talk.

Group work builds leadership since, at some time, each one has a turn at directing. Meanwhile the rest learn to be constructive followers. These are values which formal classwork seldom develops, since children compete against each other instead of working together for the good of the group.

# Social Studies for the Prospective Teacher

Charles E. Prall

IT WOULD require no particular persuasive power to secure almost universal endorsement of the proposition that programs of social studies for the prospective teacher need reconstituting, and that meeting this need is one of the most important demands of our time. Testimony on this point loses none of its compulsive character by the diverse profusion of its sources: professional bodies, state certification authorities, investigative commissions, public-school curriculum directors, and well-qualified individual students.

Two parallel questions face any individual or group bent upon curriculum change. One question concerns the *content*, in terms of both procedure and subject matter, which should go into the curriculum. The other question deals with the *strategy* of bringing about an actual change in the curriculum under consideration. The experience which was had by the Commission on Teacher Education as it worked in programs involving curriculum modification bore eloquent testimony to the parallelism of content and strategy, and led to the conclusion that curriculum planning must deal constantly and simultaneously with both. At the present time, as undertakings looking toward the evolution of more adequate social studies curricula are once more getting under way, it should prove helpful to look at some aspects of the experience in West Virginia during a developmental study undertaken in cooperation with the Commission on Teacher Education.<sup>1</sup>

The author of this report of an effort to reorganize the training of social studies teachers in West Virginia served as field coordinator for the Commission on Teacher Education, with particular responsibility for the statewide cooperative studies of teacher education. He is author of a recent report of the Commission, *State Programs for the Improvement of Teacher Education*, and co-author with C. Leslie Cushman of *Teacher Education in Service* (Both Washington: American Council on Education, 1946, 1944).

## THE SINGLE CURRICULUM STUDY

THE incentive for the study of the social studies curriculum for teachers in West Virginia came from efforts to devise and put into operation a "single curriculum" for the pre-service preparation of teachers for both elementary and secondary schools. An idea originated by the state director of teacher certification and education was gradually put into form through exploration and study in individual colleges, through discussions in conferences participated in by both public-school and college personnel, and by a central planning committee. The idea was never finally formulated by such processes—in fact, in the autumn of 1945 it was still in process of reformulation and adaptation.

At least two factors accounted for the widespread and continued interest in the West Virginia study. One of these was the fact that the new proposal was generally looked upon as an independent experiment which would neither consolidate existing programs nor seriously modify their foundation courses. The challenge of working at something new, freed from the inhibitions and restraints imposed by the inertia of the old, undoubtedly attracted many able persons to the undertaking. Another factor which seemed to heighten interest was the constant dealing with highly specific proposals, couched in terms understood by the majority of college people, at least: required courses, sequence of topics, credit hours, course outlines. Thus, an early decision was reached that social studies should be allotted 17 or 18 credit hours in the new curriculum; a sub-committee was then appointed to draw up an outline of proposed courses for submission to the central committee for review.

<sup>1</sup> See the author's report written for the Commission on Teacher Education, *State Programs for the Improvement of Teacher Education* (Washington: American Council on Education, 1946) for more complete descriptions of the West Virginia study and other state studies aimed at curriculum improvement. The time period covered by the present article extends from 1941 through 1943.



## PROPOSED SOCIAL STUDIES COURSES

THIS first outline of social studies courses, as presented to the central committee, contemplated a two-year course based upon "functions of living" and broke sharply with the chronological method of development and with the organization according to "principles." Members of the central committee had serious misgivings about making so extensive a break with existing methods of instruction; they doubted that the average staff had sufficient preparation for the cooperative teaching which adoption of the proposal would have entailed. Consensus finally developed in favor of a fused offering—a problems course or something like it—for one year, and a course built along more traditional lines for another year.

Faculty interest and cooperation in the development of the new courses was essential. Two alternatives faced the central committee at this point. The central committee could either ask each faculty group to begin by an exploration of student needs and interests—reporting judgments to the central committee—or it could present outlines of courses for comments and suggestion. The latter alternative was chosen, and pointed reactions to a concrete proposal—a working sketch of a 15-hour plan—were sought.

When the resulting statements from the field were studied only minor modifications were deemed necessary by the central committee, and the following statement was approved.

	Credits
Course A: Development of social institutions (an interpretative treatment of European and American history)	6
Course B: Fundamental social problems (integrated social science)	6
Course C: West Virginia geography, history, and government	3

Course A . . . is to be an interpretation of European and American history in terms of the development of institutions and ideas. It is not intended to be a complete historical survey, but a selection of those significant developments in European and American history which explain our present institutions. While information in the fields of economics, geography, political science, and sociology would necessarily attend the treatment of many units or subdivisions of the course, the development would be primarily chronological.

The first semester of the course would be concerned with the setting and evolution on the European continent of those institutions of importance in American life. . . . If the chronological order is followed . . . attention might be given successively to the important social institutions of the periods of classical society, the medieval age, the period of overseas expansion, the revolutionary era, and the nineteenth and twentieth centuries.

The second semester of the course will be devoted to

the evolution in America of our important institutions and ideas. . . . The evolution of American institutions and ideas would be traced through the periods of the colonies, the establishment of the federal systems, Jacksonian democracy, the Civil War, industrialization, the rise of progressivism, and the development of the United States as a world power. In studying each period the developments selected for emphasis would be those having . . . important and direct relationship to our social institutions. In the study of Jacksonian democracy, for example, major emphasis would focus upon the ideology of the frontier, and upon its impact on our national life.

While the proposed courses have been given an alphabetical listing, it is intended that each institution shall have full autonomy in determining the order of the various offerings.

Course B. The proposal assumes that a unified social studies course cannot be achieved by adding together abbreviated offerings in the separate social studies subjects. It assumes that an analysis of the fundamental problems of group life will necessarily introduce the important concepts and techniques of economics, sociology, political science. . . . Moreover, it is believed that the approach through problems can bring into focus much thought-provoking material from the various disciplines which can be given meaning in terms of the student's life and the student's problems.

The proposed organization of the course involves the selection of specific problems for study. Obviously, not all problems of a social character can be included in a single course if thorough and adequate analyses are to be made. It is proposed that each college staff identify for its course those problems which can be more appropriately and feasibly included. The following influences may be considered of basic importance in most contemporary problems: technological change, population changes and groups, . . . natural resources.

Among the fundamental social problems which might be included in the course are the following:

housing	the economic system
health	labor organization
education	standards of living
delinquency and crime	economic and social security
leisure and recreation	political parties
public opinion and propaganda	constitutional reform
occupations and wages	international organization.

Adequate treatment of any of these problems would involve the study of materials showing first, for example, how we now provide for housing, and second, what the present status and (probable) development in housing facilities suggest for further progress in connection with this problem.

Although no single text will likely prove satisfactory for this course, it is recommended that the problem . . . [providing some degree of continuity] receive attention. . . . Students should progress in directions having relationships and meaning. Possibilities in . . . [organization] should be explored. Certain problems, for example, are primarily sociological and might be studied serially. [For] others governmental, legal and ideological aspects may in themselves suggest a desirable sequence.

## WORKING ON THE NEW OFFERING

THE preparation of a new offering is far from completed when a central committee

accepts a suitable plan or prospectus. In many important respects it has just begun. Preliminary negotiations can, in the nature of things, enlist only a small proportion of those who carry out the proposals later. Tasks connected with examining suggestions and passing judgment upon them greatly increase the number of participants, to be sure, but they cannot supply the warm personal experience that comes from authorship. Ultimate success depends, therefore, on the extension of active roles. While these may come to some extent from individual efforts to get started on local plans, it is highly desirable to open the creative exchange of ideas to larger numbers of persons.

The single curriculum was installed in most of the collaborating institutions with the opening of 1942-43. At the end of the fall semester, teaching problems connected with the course in social institutions were still bothering the instructors in several colleges, and not much local planning had been attempted upon Course B. It seemed advisable, therefore, to attempt an exchange of experiences at a two-day conference, or "clinic."

Attendance at the conference was kept small; a free expression of difficulties and a ready exchange of experiences seemed to result. Participants tackled Course A with zest, guided by a prepared-in-advance agenda. The main problem seemed to be that of deciding which social institutions were most important. Since there seemed to be no authoritative listing, the group prepared one of its own: the democratic state, the capitalistic state, the economic state, the despotic state, free enterprise, established churches, systems of education, family relations, community relations, international relations, and imperialism.

**A**FTER the first day's deliberations it appeared that the remaining points at issue could best be cleared up by the preparation of a new outline. There was still confusion about the selection of appropriate subject matter, due in large measure to the fact that current surveys of civilization, as offered in leading universities, are usually very comprehensive and not limited to just those developments which best interpret our social institutions. Few questioned the desirability of streamlining subject matter to the latter end, but many needed to see how it could be done. So the task was assigned to a small committee with a visiting consultant as chairman. The resulting statement was in two sections, the first of which was intended to clarify conceptions of social institutions and is reproduced herewith:

1. Democratic government (in the United States, the British Commonwealth, and France especially)  
Civil liberties  
Individual participation through systems of voting and of naming candidates, through military service and taxes, through parties, (through) initiative and referendum.  
Presidential, congressional, and cabinet systems  
Democratic principles and their historic statement  
Popular education  
Services by the state (health, etc.)
2. National states  
Cultural nationalism: Religion, language, traditions, etc.  
National frontiers: historic and natural  
Centralized government: in administration, judicial system, armies
3. Modern economic institutions  
Markets and exchange, local and international  
Doctrine of free enterprise  
Socialism  
Farming arrangements: cooperative villages, big estates in Spanish America, tropical plantations, homesteads, tenancy  
Factories and scientific management  
Capital as private property: commercial capitalists, industrial capitalists, financial capitalists  
Corporations (seventeenth and nineteenth century)  
Stock exchanges  
Banking  
Consumer cooperatives  
Government regulation and investment.

A fourth topic, on imperialism and international relations, was left for later analysis.

**T**HE second part of the committee's statement consisted of a suggested sequence of teaching units, developed in part chronologically and in part according to large topics covering developments widely separated in place if not in time. One feature of this outline was the early use of material on our own country. It will be recalled that the original plan had drawn a line between European and American history, assigning a semester to each. Nearly all those at the clinic had found their freshmen unprepared for the rapid treatment of European developments required by this arrangement. In the new outline proposed at the meeting, a unit on American democracy from 1763 to 1840 was included in the work for the first semester. This was done not only to meet student interest and readiness but also to effect certain economies in presentation.

The titles for the several units in the proposed sequence were: classical society, the medieval pattern, oceanic expansion, British government before 1763, American democracy from about 1850, national states, capitalism and government, imperialism and international relations, totalitarian states, and international relations since

1922. The outline for the seventh topic, industrial capitalism about 1850, is reproduced in full by way of illustration:

Markets and divisions of labor in eighteenth-century England  
 Doctrine of free enterprise (Adam Smith)  
 Creation of factories and factory towns in England and the United States  
 Revolution in transportation in England and the United States  
 Industrial capitalists  
 Labor unions  
 Political effects of industrialism in England and the United States.

Cooperative planning for Course B, dealing with fundamental social problems, was not so successful as that just described. None of the participants had yet converted the general prospectus into a teaching plan and there was little inclination to discuss objectives. It was agreed that another clinic, devoted more completely to experiences with problems courses, should be held in the spring of 1944.

The conference described in the foregoing paragraphs is only one of the many ways in which West Virginia continues to work at the establishment and improvement of new curricular offerings, but a few general observations with respect to cooperative curriculum planning may be pointed up by reference to this illustration. First, it is to be noted that thinking was most effective in the area for which the participants were gaining actual teaching experience; the wisdom of the central committee's original decision against the elaborate construction of syllabi for statewide use seems thus to have been borne out. Second, planning and building courses to conform to an accepted prospectus is a cyclical affair. There is a period when local discussion should predominate, but after a time trouble-shooting and deliberation in wider groups is again profitable. Third, the consultants worked at all times *within* the patterns that had been proposed. This is sound psychology. It is seldom profitable or even possible for outsiders to prepare the soil, sow the seed, and help cultivate the crop. The West Virginia program owes

much of its success to the fact that the first two of these functions were performed by local persons.

#### IN CONCLUSION

**I**N RETROSPECT it is possible to identify a rather clear-cut pattern of procedure which was followed in West Virginia. Such clarity, however, emerges only when the many excursions into bypaths are disregarded and complex situations are reduced to simpler essentials. The pattern came out of facing problems as they arose, was created rather than copied. We conclude this article with a brief description of that pattern to suggest creation, not to imply prescription.

Curriculum developments in West Virginia seemed to move through cycles. First, an idea was shared by a very small group. This idea was then given to other groups, usually in local institutions, to chew over. The chewing-over process revealed persons with real interest in the idea, and considerable ability to invent adaptations. Out of the chewing-over process emerged consensus which the central committee then turned into a proposition. The proposition was next broken down into parts and the persons who had been discovered to have suitable interests and abilities were asked to fill in details and work out actual course outlines. Approved course outlines were then delivered to individual instructors and actual teaching started on the basis of them. As "bugs" developed a trouble-shooting conference was called, with consultants on hand to help with the difficulties. New ideas again emerged and the cycle was under way once more.

These procedures resulted in new content for the social studies curriculum not primarily because the new content was defined in writing but because the strategy of writing the definitions managed to get hold of the interest of a large number of persons who were doing the teaching job. The new content is not perfect, of course, and neither does the strategy of bringing it about approach perfection; both do afford evidence of how a curriculum may be made better by cooperative effort.



# Intercultural Education Begins at Home

Paul W. Coons

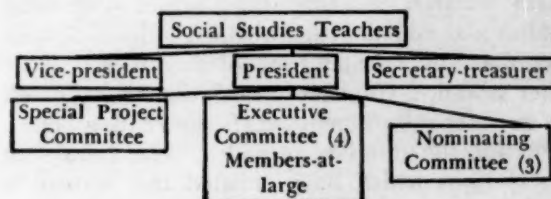
WRITERS who argue the intercultural cause rarely relieve their high seriousness with the lighter touch, and rarely convince the reader that teachers may derive considerable pleasure from promoting democratic human relations. One can go through volumes of intercultural literature without being even mildly amused, unless he has a sardonic sense of humor which finds in deadly seriousness a cause of merriment. Now it is unfortunate to give the impression that cultivating friendly relations with one another is like an operation upon the outcome of which depends the life or death of the patient. The approach to the problem needs to be mellowed and made less rigorous and more attractive, for even teachers will join in the intercultural effort with greater will if persuaded that many a good laugh and hearty handshake are likely to cheer them on their way.

This being so, those responsible for inspiring the attack on prejudice would do well to stress the importance of local teachers' organizations and to assign them a major role. Is there a better measure of professional spirit than an organization which teachers maintain voluntarily, without pressure from the administration? And is there a better means for developing professional comradeship and the glad feeling of cooperation in a worthy cause?

It is a truism, no doubt, but the success of the intercultural movement depends on more than good will, and also on more than knowledge of specific techniques. Cooperation is needed from teacher groups who have achieved a group consciousness of objectives, who possess unity of desire to attain them, and who are inspired

by awareness that others share their disappointments and rejoice in their victories. If all this sounds rather mystical, perhaps the following paragraphs will show how a local social studies teachers association—of, by, and for teachers—holds practical promise.

In cities where teachers in several schools see the possibilities in a city-wide departmental organization, it should be a simple matter to get the organization started. The following plan has the merit of the short ballot:



## HINTS FROM EXPERIENCE<sup>1</sup>

IN LINE with democratic policy, the association contemplated here would embrace all teachers of the social studies, regardless of the grade level taught. Not only is it a broadening experience for teachers from different schools and from different levels of instruction to meet and talk together, but, in essence, the problem of attaining a sane view of history and social matters is a concern of all social studies teachers, whether in the lower grades or in the upper levels of senior high school.

No one should feel compulsion to join. Many such associations have functioned without even so much as a list of members. It may simply be assumed that all who teach the social studies are welcome to attend meetings, to participate in activities, and to share responsibilities. Since ordinary expenses can be met by voluntary contributions, dues are unnecessary. Every city has

Social studies organizations should benefit from program proposals advanced by a past president of the Hartford Social Studies Teachers Association, who teaches in the Bulkeley High School, Hartford, Connecticut.

<sup>1</sup> The suggestions contained in this essay are based on observations and experiences of the writer in working with the Social Studies Teachers Association of Hartford, Connecticut, over a period of eight years.

civic leaders and scholars who willingly donate time and talent to speak before teacher groups. If an enterprise requiring substantial outlay should be contemplated, it is likely that the Board of Education would provide funds.

The number and character of meetings is to be determined by local conditions, but, as a general rule, three formal meetings each year are recommended. At least one dinner meeting and one or two informal teas may be advisable. It is elementary common sense that meetings must be carefully planned with respect to the choice of speaker, to the theme, and to adequate publicity given at least one week prior to the meeting date. A further encouragement to good attendance lies in assurance that no attempt will be made to solve all the world's problems, or even more than that part of one small problem which yields to solution by the tick of a clock designated in advance as the stopping point.

Only a dyspeptic philosopher would question the close relation between body and mind. How many teachers' meetings have begun with tired bodies and ended with unwilling spirits! Assuming that the normal time of meetings will be after school, a voluntary association will do well to consider refreshment for the inner man before food for the mind is provided. The failure of associations which have omitted this feature is no indictment of professional interest, but rather proof that teachers are human beings. Proof of the same fact may also be adduced from the pleasure taken by teachers in the host school in providing refreshments.

An organization meeting no more than three times annually will necessarily have to depend on committees to carry out some of its purposes. Studies of conditions in the local community or of special problems in the local school system or of a report of the National Council for the Social Studies may form the subject matter of committee projects. Continuing the voluntary emphasis, it is probably better not to have a project undertaken than to place teachers under constraint in so doing. Naturally, such a policy will leave many things undone, but on the other hand the organization is more likely to get beyond infancy and the things done will have a high degree of sincerity and worth.

**P**OSSIBILITIES of joining with other civic and professional organizations in promoting plans and meetings of interest to all concerned

are not to be overlooked. For instance, if a similar organization of English teachers exists it should be a relatively simple matter to secure their cooperation in planning a joint meeting in which a problem confronting both departments may be considered. Meetings between social studies teachers and teachers of art or science hold large possibilities for suggesting and delineating the relationships and interdependence of the several studies. If the association's executive committee is alert, civic organizations may be enlisted in a joint effort to understand and seek solutions for problems touching both the schools and the community at large. Not incidental either is the fact that joint meetings usually assure a larger attendance and thus attract speakers of recognized ability.

As for the exact nature of a year's program which such an association might undertake in the interest of intercultural education, it is not the purpose of this paper to furnish a blueprint. Surely, in these years, it is hardly conceivable that a social studies teachers' organization would pass by the current stir over intercultural education. The important thing is first to get a smoothly functioning organization in which the machinery is kept well oiled by a due regard for the capacities of the members.<sup>2</sup>

Perhaps the greatest intercultural value of such an association would, after all, be indirect. Teachers of varying racial and cultural backgrounds would be brought together in a common enterprise; they would thus get to know and to respect each other. Herein lies an answer to a problem which the intercultural educators sometimes underestimate, namely, how teachers themselves—white, black, Jew, Catholic, Protestant, and of divers nationalities—can cultivate greater respect for each other as persons. Greater cooperation among members of the profession is of the essence. How can the schools do a thorough work in intercultural education if racial, national, or religious antagonisms exist among teachers? "Physician, heal thyself"! Pleasant contacts help. They advance cooperation in intercultural education—or any other worth-while program.

<sup>2</sup>The association with which the writer is connected carried through a program during 1945-46 in which a Latin American, a Negro principal, an anthropologist, and an UNRRA official addressed enthusiastic meetings. One special committee studied the Harvard Report; another secured members for the N.C.S.S. A joint meeting with English teachers was the high light of the program.

# Folklore and the Development of Critical Thinking

Loretta E. Klee

FOLKLORE offers wide possibilities for the development of many of the essential elements involved in critical thinking, from the actual search for materials to the recording, selection, evaluation, organization, and presentation of the findings. As an introduction to the more formal aspects of the utilization of source materials in the development of critical thinking and as a means for making the later study of original documents more meaningful, there is much to commend its use with junior high school pupils.

Folklore, with its tales of ghosts, witches, and devils, its strange cures for illnesses, and songs which seem to go on and on without end, is intrinsically interesting—an important factor in the consideration of its use with children. Even very young children show an almost uncanny ability for logical thinking with reference to situations in which they have a real interest.

Although the content of folklore is of historical value and interest, there is no temptation for the child to substitute memorization for reasoning as is sometimes the case when method is closely interwoven with curricular materials. Folklore concerns the people, their relationships with their neighbors and the environment in which they lived, and yet is far enough removed from present-day reality, scientific standards, and beliefs to free it from an emotional bias which sometimes hinders straight thinking in regard to more personal problems. Even more important as an introduction to critical thinking and the historian's method, there are the fun of the hunt, the thrill of discovery, and the oppor-

tunity for every member of the class to "get into the game."

## SEVENTH-GRADE CURIOSITY

THE use of folklore as a means of sharpening the tool of critical thinking was prompted in a seventh-grade class by a boy's observation. He had borrowed from the library a copy of Professor Harold Thompson's *Body, Boots and Britches*,<sup>1</sup> and after skimming through the book turned to the index to locate stories from his own county. He was surprised and disappointed to find that out of a total of several hundred items only two were related in any way to his locality. He raised the question in social studies class.

"Why do you suppose that our county is referred to only twice in Thompson's big collection of folklore and even then there aren't any of our songs and stories?"

"Are other counties mentioned more often?" asked the teacher.

"Oh, yes! Chautauqua 16 times, Erie 17, Essex 20, Otsego 19, and so on."

Suggested answers to the question, on the part of the class were many and varied. The community hadn't been settled until after the close of the Revolutionary War; perhaps the people were so busy they didn't have time to pass on songs and stories. Maybe the people were getting civilized and they didn't believe such tales any more. Some people think you are queer and old-fashioned if you talk about what your grandparents believed. It might be that Professor Thompson simply wasn't acquainted with the folksongs, stories, and proverbs of Chemung County. Perhaps someone had already made a collection of the local folklore and Thompson didn't wish to record it again.

Two clearly defined questions and methods of procedure for answering them evolved from the general discussion.

"Let's write to Professor Thompson and ask

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A seventh-grade class in the Coburn School, Elmira, New York, thought that Chemung County ought to have folklore like other counties—and found that it had. The teacher in charge believes they made some other discoveries as well. The author is now director of social studies in the Ithaca, New York, Public Schools.

<sup>1</sup> Philadelphia: Lippincott, 1940.



him why our county was so poorly represented in *Body, Boots and Britches*."

"Let's find out at the City library if anyone has made a collection of our county folklore."

A suggestion was made that while the answers to these two questions were being found, the children do a little hunting for themselves to find out if folk materials were being passed on now among the people of the community.

#### SEVENTH-GRADE DISCOVERIES

**I**NVESTIGATION at the library seemed to substantiate the information given in reply to the pupils' letters. "For some reason there has been a dearth of folklore from Chemung County."

By this time the children were sure that this statement did not represent the whole truth. A dearth of recorded folklore perhaps, but not of the material itself. Only a few hours of conversation with friends and relatives had revealed many interesting items. The hunt was now to go on in earnest. But first—Just exactly what is folklore? What kinds of things shall we look for? How shall we go about finding it?

Because they had set out to prove that their county had a rich folklore, worthy of being recorded and valuable in a study of the history of the people, care must be taken to write down items exactly as told. Further, there must be proof that the items offered are genuine, that is, truly representative of Chemung County. Certain rules, suggested by the New York Folklore Society, were discussed and agreed upon. Each item must be written on a separate card or sheet of notebook paper. The name of the collector, his age, address, and date of collecting the item must be given. Likewise, the informant's name, age, address, place of birth, and detail as to the source of the contribution (if not original with him) must be recorded.

Day after day, as materials were brought to school and read to the class, there was need for clarification of definitions and terms. Further class discussion was required in order to establish criteria by which to evaluate the contributions. Items were conscientiously accepted or rejected on the basis of standards set up by the class.

"Did your grandfather really see those eight large mastiffs go right through that barbed-wire fence?" asked a boy of one of the class contributors.

"No, his father saw it happen and he told my

grandfather, who told it to me."

"Well, then," said the student-chairman, "you'll have to get his name and the date when he told your grandfather about it, because your great-grandfather was the original source of the story."

When about fifty items had finally been accepted as folklore representative of their county, the problem of organization arose. Eight headings were agreed upon as a framework for classification: Folk Tales, Folk Songs, Folk History, Childlore, Cures, Supernatural Tales, Folk Say, and Proverbs. Committees were chosen to re-read each item and to classify it according to the most appropriate heading. Recommendations of the committees were subject to the approval of the class as a whole.

The conclusions and answers to their original problem were framed in such fashion that the reasons for those conclusions could be easily understood. As proof that their county had a body of folklore of historical interest and worthy of being preserved, the children had assembled about fifty pieces of carefully recorded evidence, each one documented as to collector and informant, and each one subjected to conscientious consideration, evaluation, classification, and organization. As a basis for what they hoped would be the assembling of findings of other folklorists, the children presented a typewritten copy of their conclusions and evidence to the local library.

#### WAS IT WORTHWHILE?

**T**HE teacher of the class had seized upon a manifestation of interest in Chemung County's poor showing in folklore collections as a means for developing some of the simpler subskills involved in the general skill of critical thinking—statement of the problem, definition of terms, location, selection, evaluation, and organization of findings. The activity yielded considerably more in terms of improved quality of thinking.

The children had shared enjoyable experiences in which the need for clarity of definitions of terms was realized. There had been many opportunities to discriminate between relevant and irrelevant materials in which the values of commonly accepted standards of judgment were appreciated. There was a new respect for footnotes and bibliographies as the need for using them arose. There was a realization of the limitations of folklore as historical data because of

the infinite possibilities for variations in the original as it is passed along from person to person and from generation to generation.

But more valuable than any of these, the pupils were quick to point out parallels between their findings and methods of procedure with non-folklore situations. Many times stories were brought in by different pupils which were identical as to underlying motif but changed almost beyond recognition by variations in detail. The boys and girls readily saw the need for care in reporting information and for the verification of data before accepting them as fact. Variation in accounts given by radio commentators, newsmen, and even classmates and friends were discussed to good advantage.

**P**ROBABLY the most helpful part of the whole activity, in terms of improved habits of thinking, was an organization and evaluation of the procedure used. The children went back in their thinking to the day when the first ques-

tion was raised in class. They listed on the blackboard, step by step, exactly how they had answered the original problem and they gave reasons to explain the values of those steps. Applications to out-of-school situations far exceeded the teacher's expectations.

Although the teacher's main objective had been focused on the development of some of the elements of critical thinking, the spontaneous laughter and comments which many of the items evoked were strong indication that the boys and girls were genuinely interested in the folklore itself. From the content—stories of the supernatural, strange cures for illnesses and superstitious beliefs far outnumbered all the rest—there came an appreciation of the influence of science and education in freeing mankind from the shackles of fear and superstition. Surely a long step toward the attainment of critical, reflective thinking and ultimately, we hope, an Age of Reason.

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**P**UPILS develop skill in critical thinking by mastering the sub-skills involved and by practicing them in a variety of situations. Practice situations should be found not only in the classroom but in school and community life. The Committee believes that social studies teachers must seek and capitalize such opportunities . . . teachers who wish to help pupils develop skill in critical thinking must determine the specific skills which are part of this general skill, must provide practice situations in class for developing these skills, must help students use these skills in life-like situations outside the classroom, and must seek evidence as to the extent to which these new abilities have been mastered and are being practiced by pupils.

Howard Anderson in *Teaching Critical Thinking in the Social Studies*, Thirteenth Yearbook of the National Council for the Social Studies, 1942.

# Notes and News

## Twenty-sixth Annual Meeting

The National Council for the Social Studies will hold its Twenty-sixth Annual Meeting in Boston, November 28-30. The Hotel Statler will serve as convention headquarters. Registration will open at 10 A.M. on November 28.

*Spend Thanksgiving at Plymouth.* All those who plan to attend are urged to register before early afternoon of Thursday, when the entire group will leave to celebrate Thanksgiving at Plymouth. Transportation will be furnished for all out-of-town registrants. While at Plymouth they will visit historic points of interest, see a Thanksgiving pageant, and have Thanksgiving dinner. After dinner, George Denny's "Town Meeting of the Air" program will be broadcast on a nationwide hookup.

On Friday afternoon, November 29, there will be an opportunity to visit historic places and educational institutions in Boston and Cambridge. Late Friday afternoon there will be a reception given by the New England Association of Social Studies Teachers at the Museum of Fine Arts, at which a concert will be given by the Harvard and Radcliffe Glee Clubs. The annual banquet will be held at the Hotel Statler in the evening.

A widely diversified program with outstanding speakers has been planned to offer teachers help with present-day problems. There will be an extensive exhibit of educational materials of special interest to social studies teachers. Further details about the meetings will appear in the November issue of *Social Education*.

*Hotel Accommodations.* Reservation cards for Hotel Statler rooms will be mailed to Council members, with a copy of the program, early in November. All reservations should be made directly with the hotel.

All social studies teachers are invited and urged to attend this important gathering.

## St. Louis in 1947

The National Council for the Social Studies takes great pleasure in announcing that its Twenty-seventh Annual Meeting will be held in St. Louis, November 27-29, 1947. The N.C.S.S. is going to St. Louis on invitation from the Mis-

souri Council for the Social Studies, extended at the time of the N.C.S.S. meeting in Milwaukee.

## Philadelphia Meeting

A joint session of the National Council for the Social Studies and the American Political Science Association was held in Philadelphia on March 28. Hilda Watters of State Teachers College, Macomb, Illinois, presided and Julian C. Aldrich of New York University served as secretary.

The subject of the meeting was "Education for World Citizenship." Kirk Porter of the University of Iowa introduced the discussion by urging that high school teachers teach the fundamentals of our foreign policy to overcome the popular misconception that we do not have one. Those fundamentals he stated to be the Monroe Doctrine, no territorial ambitions, opposition to imperialism, self-determination of peoples, the open door, and belief and confidence in a regime of law. Mr. Porter also urged that teachers condition students in favor of some international organization. Mr. Porter urged, however, that teachers confine themselves to the simpler aspects of foreign affairs, rather than deal with Bretton Woods, the loan to Britain, and the decisions of the Supreme Court. He would also avoid controversial questions which might cause classes to degenerate into brawls.

Herbert Abraham, United States Department of State, took issue with the previous speaker by urging that the difficult subjects or international relations and the controversial issues be dealt with in high school classes. He emphasized that the system of sovereign national states is dying, and students must be prepared to decide the form that international organization is to take. It is necessary to educate for world cooperation. We must teach the UN and the Charter, including the reasons they have taken one form rather than another. The World Bank and Monetary Fund must be presented in simplified form.

W. F. Cottrell of Miami University, Oxford, Ohio, described the problems of government arising out of the life of the people of a country or region.

Harold M. Long, Glens Falls, New York, High School, spoke of the responsibility of the teacher



in educating for world citizenship. He pointed out that while many texts are good, much more is needed to develop understanding of the world today. Information is lacking on Asia, South America, and Russia, especially. To supplement texts, there are many excellent pamphlets available. Much more use may be made of newspapers and phonograph recordings. Information can be given to others through commencement pageants and model UN assemblies.

### Pinellas County, Florida

The Pinellas County Council for the Social Studies was organized at a dinner meeting in Clearwater, Florida, in November, 1945, and in the spring of 1946 became an affiliate of the National Council. At this organizational meeting, Sam Moorer, State Field Supervisor of Instruction, spoke on "The Place of the Social Studies in the Total School Program." At the business meeting, a committee was appointed to draft a constitution, and temporary officers were elected. Orice Hornbrook of St. Petersburg was elected president, and Clara Alexander of St. Petersburg was elected secretary-treasurer. At a dinner meeting held in Tarpon Springs in February, the committee on the constitution reported, and a constitution was adopted.

At the final meeting of the year, held in May at Clearwater, the temporary officers, Mr. Hornbrook and Mrs. Alexander, were re-elected for the year 1946-47. The program was a discussion of "Cultural Relations of the United Nations." Plans were also drafted for a pre-school conference on "The Language Arts in the Social Studies," based on materials prepared at the summer workshop held in the County June 24-July 12. (A.A.)

### Georgia

The Georgia Council for the Social Studies has issued its "First Yearbook" (1946), on "The Development of Democratic Attitudes in Inter-cultural Relations." Edited by Lucien E. Roberts, the 10-page mimeographed publication includes an article by the editor on "The Creation of Democratic Attitudes through Social Studies," together with an account of "The Jewish People in the Early History of Georgia." State activities are noted, as are some recent publications.

The president of the Georgia Council is Willis M. Boyd of Adairsville. Each of the nine districts in the State has a chairman.

### Illinois Council

Margaret A. Norman, secretary of the Illinois Council for the Social Studies, reports considerable organizational activity. Five new local social studies groups were organized in Illinois last spring: the Quad City Council (including Rock Island, Davenport, Moline and East Moline); Galesburg Council; McDonough County Council; Carbondale Council; and Laurence County Council. This makes a total of fourteen such councils within the State. During the past two years there has been a 75 per cent increase in the membership of the Illinois Council. The vice-president of the Council, Lena B. Ellington, is serving as chairman of their membership drive this year.

The Illinois Council for the Social Studies and the Illinois State Historical Society will hold concurrent meetings in Peoria, October 4 and 5. Arrangements are being made for members of either association to visit the meetings held by the other organization. (M.A.N.)

### Indiana Council

The Indiana Council for the Social Studies held its spring meeting in Indianapolis, March 23, with the president, R. H. Gemmecke, in the chair. F. H. Gorman of Butler University discussed the plans for the Council's summer workshop to be held at Butler University June 17-21. Paul Seehausen, State Department of Public Instruction, described the program of work on the new course of study. At the luncheon, John Stoner, Indiana University, spoke on "What Progress U.N.O.?" Robert LaFollette of Ball State Teachers College gave a demonstration of the use of inexpensive, yet effective, aids in social studies teaching. At the business meeting, a resolution was passed "that the Indiana Council hold one meeting annually in connection with the Academy of Social Sciences." The following officers were elected: president, Adeline Brengle, Bloomington; vice-president, Robert Plummer, Crawfordsville; secretary, Lucille Sizelove, Kentland; and treasurer, John Bremer, Rushville. (E.R.)

The Indiana Council now issues the *Indiana Social Studies Quarterly*, edited by Robert LaFollette of Ball State Teachers College. The attractive 8-page Winter Issue is concerned with the Far East; the Spring Issue includes articles on anthropology by Ethel Alpenfels, on literature as a social study by Wilma Kern, on a course in

American Problems by Richard Gemmecke, on correlation by Donna Ruth Couch, and on world history by Bernice Carver.

The Indiana Council for the Social Studies held a Workshop at Butler University, July 17-21. Two study groups were organized, one on "Utilizing State and Local Resources in Teaching," led by Paul Seehausen, and the other on "Problems in Indiana Government," led by Franklin Burdette. The group was addressed by leading educators and prominent state government officials. Special events included visits to various state government departments and institutions where the participants could see their government in action. (F.H.G.)

### Louisiana

An organization of social studies teachers in East Baton Rouge Parish has completed its first year. Formed at the close of the Parish Workshop held at Louisiana State University in June, 1945, with encouragement from S. R. Emmons and Mae Lee Denham, National Council officers in Louisiana, the organization has held four meetings. Mary G. Kelty of Washington and W. A. Scroggs of Louisiana State University have addressed the group. The officers for 1945-46 were Myra Nesom, president; Mrs. Janie Bankston, vice-president; and Mrs. Alton Kirby, secretary; for 1946-47 the officers are Mrs. Alton Kirby, president; Lola Hunt, secretary; and Mrs. Ruth M. McLeod, public-relations chairman. (R. M. McL.)

### Middle States Council

The Middle States Council for the Social Studies held its Forty-second Annual Spring Meeting in Baltimore, Maryland, May 17 and 18. Officers for 1946-47 were elected as follows: president, Harry E. Bard, Baltimore; first vice-president, Morris Wolf, Girard College, Philadelphia; second vice-president, Paul O. Carr, Wilson Teachers College, Washington; secretary-treasurer, Wilson Valentine, Baltimore; and editor, George I. Oeste, Philadelphia. Following his election as secretary-treasurer, Wilson Valentine resigned the position, and Elsie M. Witters, Baltimore, was appointed in his place.

Mary R. Adams, Baltimore, and Elizabeth B. Carey, New York State Department of Education, were elected as chairman and vice-chairman respectively of the elementary section. Elected members of the executive committee are: Hall Bartlett, New York City; Rachel M. Jarrold, Trenton, New Jersey; Florence E. Taylor, State

College, Pennsylvania; George C. Reeser, Wilmington, Delaware; Richard E. Thursfield, Baltimore; and Anne E. Whitener, Washington.

Regional representatives elected were Sidney N. Barnett, New York City; George P. Schmidt, New Brunswick, New Jersey; Ruth M. Higgins, Jenkintown, Pennsylvania; H. Clay Reed, Newark, Delaware; William H. Hartley, Towson, Maryland; and Marjorie M. Clark, Washington.

### Missouri Council

The Missouri Council for the Social Studies held its spring meeting in Columbia on April 13. Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies, addressed the luncheon meeting on the work and plans of the National Council. The June, 1946, issue of the *Missouri Social Studies Bulletin* carries a brief digest of the remarks of others who spoke. At the morning session, Conrad Hammar spoke on "United States Military Government in Germany." This was followed by a session devoted to Missouri and Missouri's problems, with particular emphasis on new legislation passed under the new Missouri Constitution. Everett Keith, secretary of the M.T.A., discussed new school laws; Lloyd Grimes, Assistant State Superintendent of Schools, talked on the reorganization of the executive department in Missouri government; and Howard I. McKee of University City High School discussed the use of state and local materials in teaching the social studies.

The afternoon session was devoted to "Lessening Racial Tensions through the Social Studies." Members of the panel discussing this topic were Pauline D. Knobbs of Kirksville, Guy V. Price of Kansas City, Dorothy J. Pauls of St. Louis, and John L. Harr of Maryville.

Membership in the Missouri Council for the Social Studies now totals 300, of whom 130 belong to the National Council.

### North Carolina

The annual meeting of the North Carolina Council for the Social Studies was held in connection with the N.C.E.A. convention at Asheville on March 28-29. Local meetings were also held at Winston-Salem and Rocky Mount. Membership in the State Council has reached 225.

The printed *Bulletin* of the North Carolina Council is published quarterly, usually by the Extension Division of the University of North Carolina. The March issue was published by the State Department of Archives and History and

devoted to local history, archives and manuscripts, publications of the Department, and public displays.

### Tennessee—Nashville Council

Another new local social studies council has been started in Nashville. This new group held two meetings last spring and have plans under way to develop an active program for the current school year. Merrill F. Hartshorn spoke to the group at a dinner meeting held on April 15, on "Current Trends in the Social Studies." This was followed by a business meeting, at which a committee was appointed to draft a constitution for the Nashville Council for the Social Studies. Donald N. Michelson of George Peabody College was elected president of the council for 1946-47.

### Wisconsin Council

The Wisconsin Council for the Social Studies held its spring meeting in Madison on May 4. The morning session was opened with an address by Howard R. Anderson of the U.S. Office of Education, on "World History in the Twelve Year Program." This was followed by a "Progress Report by State Social Studies Committee" on the social studies program in Wisconsin. Discussion leaders were Esther J. King, Racine; Ethel Speersneider, Green Bay; Emil Faith, Milwaukee; Henry Kolka, Eau Claire; and Margaret Griffiths, Sheboygan. After this general discussion, H. W. Kolka led a discussion on "Proposed Curriculum Grades 7-12," and Ethel Speersneider led a discussion on "Proposed Curriculum Grades 1-6." At the Luncheon meeting, L. H. Adolfson, University of Wisconsin, spoke on "Current British and Russian Foreign Policies." (R.M.J.)

### Detroit Citizenship Study

*The Citizenship Education Study* of the Detroit Public Schools and Wayne University, supported by the William Volker Charities Fund, Inc., has been issued by the staff of the Study, of which Stanley E. Dimond is director. The 20-page publication sketches the history of the supporting grant, deals with the need for and purpose of the study, the meaning of citizenship, the qualities of a good citizen in a democracy, major underlying assumptions, ways of improving citizenship education, and the general plan of the investigation, and lists proposed publications. Two leaflets on the study have also been issued.

### World Citizenship

Five units on "World Citizenship" for secondary-school social studies courses have been issued by the Los Angeles County Schools as Social Studies Curriculum Monograph SS-55 (March, 1946, 39 pages). They are concerned with culture, race, geography, economics, and politics. Appendices list sources for materials and selected readings. For further information address the County Superintendent of Schools, Division of Secondary Education, 808 North Spring Street, Los Angeles 12.

### United Nations

*Educational Section.* To encourage interest in teaching about the United Nations, and to facilitate access to information about the United Nations, an Educational Section has been set up within the Department of Public Information of the United Nations.

This section will serve as liaison with boards of education, curriculum committees, schools and colleges, individual teachers, and students. It will give information regarding material (of any type) available and suitable for the purpose stated. It will advise on possibilities for integrating United Nations news in the regular curricula, and, if wanted, help in furnishing answers to teachers dealing with special United Nations problems not covered specifically either in available printed or stencilled school material or in the Educational Press. All correspondence should be addressed to the Chief of the Educational Section, United Nations, Box 1000, New York 1, N.Y., who—in case some very technical questions are asked, or detailed information about visual material, etc., is wanted—will refer the query to the proper section.

*Weekly Bulletin.* The United Nations *Weekly Bulletin*, first periodical to be issued by the United Nations, began publication August 1. Designed to meet the demand for comprehensive and authoritative reports of the activities of the United Nations and its specialized agencies, the publication provides an objective review of United Nations developments, together with factual background information, written and edited to interest both the general reader and professional workers.

Secretary-General Trygve Lie and other prominent United Nations personalities will contribute especially prepared articles for the new periodical. Regular features will include full and ac-



curate accounts of meetings and reports. These will also be "This Week," a chronological record of all United Nations happenings, a calendar of forthcoming events, a who's who of international personalities, and recommended reading lists. In addition, the *Bulletin* will contain charts, diagrams and photographs.

The publication is issued every Thursday and is distributed in North and South America through the International Documents Service of the Columbia University Press, New York 27. Arrangements are now in progress for worldwide distribution. The price in the United States and Canada is 15 cents per copy, with an annual subscription rate of six dollars.

### Soviet Union

The American Russian Institute for Cultural Relations with the Soviet Union (101 Post Street, San Francisco 8) issues the *USSR Fact Sheet*, a monthly newsletter, at \$1.00 for twelve issues. It has also published *Let's Look at the Soviet People*, a portfolio of 28 photographs, 14x15½ inches, with text, at \$3.50 a set, plus postage and packing, or free on loan except for postage and packing charges; *Soviet Culture in Wartime*, an illustrated magazine (25 cents); *Soviet War Cartoons* (25 cents); and other publications, including *Soviet Schools in War and Peace*, a leaflet sent free on request.

### On International Affairs

The American Association for the United Nations, 45 East 65th Street, New York 21, publishes a monthly magazine, *Changing World*, edited by Clark M. Eichelberger, at 10 cents a copy or one dollar a year.

*World Organization: An Annotated Bibliography* prepared by Hans Aufricht has been revised (January, 1946) and is obtainable on request from the Woodrow Wilson Memorial Library, 45 East 45th Street, New York 21. It notes books, documents, pamphlets, directories, and bibliographies.

The World Peace Foundation, 40 Mt. Vernon Street, Boston 8, Massachusetts, also has a 1946 list of "Publications." The list is free on request.

The Curriculum Service Bureau for International Studies has issued its first annual report, *Education for Peace*. The director, Gordon E. Mirick, lists eleven monographs, prepared for schools, already distributed; ten concern Latin

America, one the Far East. The interests of the Bureau includes the U.S.S.R., the British Empire, China, the Philippine Republic, and other Pacific areas. The address of the Bureau is 433 West 123rd Street, New York 27.

The Public Schools of Providence, Rhode Island, issued a guide for classroom discussion in connection with Rhode Island World Affairs Week, March 10-17. The topics dealt with included: Binding the World's Wounds, International Understanding and World Peace, India Tomorrow and World Peace, Europe and World Peace, the Balkans and World Peace, Anglo-American Relations, Atomic Energy and World Peace, and Labor and World Peace.

### Geographic School Bulletins

The National Geographic Society, Washington 6, D.C., announces that the publication of the *Geographic School Bulletins* will be resumed for 1946-47 on October 7. Each of the 30 weekly issues will continue to contain five articles and seven illustrations or maps. It provides material on places, peoples, industries, commodities, national boundary and government changes, and scientific developments in the news.

Upon payment of 25 cents, any accredited teacher, librarian, or advanced student in the United States or its possessions may subscribe. Teachers may also obtain subscriptions for their classrooms if copies are mailed in bulk to one address. The 25 cent subscription fee merely covers the mailing and handling charges. Other costs are borne by the Society's educational fund.

### American Education Week

The twenty-sixth observance of American Education Week will occur November 10-16. Materials on the theme for 1947. "Education for the Atomic Age," may be obtained from the National Education Association, 1201 Sixteenth Street N.W., Washington 6, for small fees.

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C. Contributors to this issue: Margaret A. Norman, Anna Appleby, Ethel Ray, F. H. Gorman, Ruth M. Johnson, and Ruth M. McLeod.

# Pamphlets and Government Publications

Ralph Adams Brown

Nearly five years ago, when this department was inaugurated as a regular monthly feature of *Social Education*, the problem of school finances was acute. "Boards of Education, caught between the cross fire of teachers demanding increases and tax payers urging economy" were prone to slash library appropriations. The justification for the new department at that time was that "the tremendous number of government publications and of other pamphlet materials, which are either free or available at a small price, comprise a reservoir from which the social studies teacher can maintain the adequacy of his classroom or school library."

The problem of finances may not be so acute as it was in the fall of 1941, but the complexity of the era which we are entering and the magnitude of the task of understanding its problems, make it imperative that the teacher use every resource available. Free and inexpensive pamphlet material continues to be a potential aid which no social studies teacher can safely ignore.

## State Department

Various publications of the State Department are useful in understanding the many international problems which demand solution or at least amelioration. These are not written for classroom use and only a small minority of students would use them without teacher direction. However, average students, down to at least the seventh grade, if trained in using source materials and if guided by their teachers, can make profitable use of many of these pamphlets:

Fuller, Leon W. *The Problem of German Political Revival* (Department of State Publication 2550, European Series 9. Free).

Address by the Honorable James F. Byrnes, Secretary of State, at the Overseas Press Club, 28 February 1946. Department of State Publication 2492. (Government Printing Office, Washington 25. 5 cents). Statement of the necessity of cooperation between states in order to maintain peace; the United States and other nations must defend the principles of and accept their responsibilities under the Charter of the United Nations.

*The Spanish Government and the Axis: Documents*. Department of State Publication 2483. (Government Printing Office, Washington 25. 15 cents). Documents illustrating Franco's collaboration with the Axis between August 8, 1940 and December 15, 1943.

*Consultation Among the American Republics with Respect to the Argentine Situation*, February, 1946. Department of State Publication 2473. (Government Printing Office, Washington 25. 20 cents). Memorandum of the United States Government explaining the military, social, and economic aspects of Argentine-Nazi complicity. Analysis and comment on the Nazi-Fascist character of the Argentine regime.

*Proposals for Expansion of World Trade and Employment*. Commercial Policy Series 79. Publication 2411. (Department of State, Washington 25. Free).

*Anglo-American Financial and Commercial Agreements*. Commercial Policy Series 80. Publication 2439. (Department of State, Washington 25. Free).

*Charter of the United Nations Together With the Statute of the International Court of Justice*. Conference Series 74. Publication 2353. (Department of State, Washington 25. Free). Gives the complete text of the UN Charter plus a chart of the UN Organization. 58 pages.

*"The Defenses of Peace": Documents Relating to UNESCO, the United Nations Educational, Scientific and Cultural Organization*. Part I, Conference Series 80. Publication 2457. 31 pages. Part II, Conference Series 81. Publication 2475. 58 pages. (Government Printing Office, Washington 25. 10 cents and 15 cents). Part I contains a report by the chairman of the United States Delegation to the London Conference, the constitution of UNESCO, and other documents of the conference. Part II contains information on the development of UNESCO and explains the provisions of its constitution and the present status of the organization.

*The Axis In Defeat: A Collection of Documents on American Policy Toward Germany and Japan*. Department of State Publication 2423. (Government Printing Office, Washington 25. 30 cents). A 118-page pamphlet containing the instruments of surrender, texts of documents drawn up by the Allies in conference, and certain directives.

## Woodrow Wilson Foundation

Among the many organizations working for international understanding and cooperation, with the work of which the social studies teacher should be familiar, is the Woodrow Wilson Foundation, 45 East 65th Street, New York 21. At the present time the following free publications are available:

Fleming, Denna F. *How Can We Make the Victory Stick?*  
Willkie, Wendell L. *Our Sovereignty: Shall We Use It?*  
Fosdick, Raymond B. *The Meaning of Dumbarton Oaks*.  
Aufrecht, Hans, compiler. *World Organization: An Annotated Bibliography*.

*The Bretton Woods Proposals: A Reading List*. (April 1945).

*The Lost Peace. A Chronology: The League of Nations and the United States Senate*.

*Fifty Questions and Answers on the United Nations Charter.*

*Official Documents Issued During the Two World Wars.*  
Official texts of 8 documents.

*The Crimea Conference Report.* (February, 1945).

Loth, David. *The Story of Woodrow Wilson.*

## Russia—and the East

The three latest pamphlets in the Headline Series of the Foreign Policy Association (22 East 38th Street, New York 16. 25 cents each) are extremely valuable for social studies teachers. Richard Hart's *Eclipse of the Rising Sun* opens with the military collapse of Japan and then surveys the economic and political situation within Japan, and the program of General MacArthur. Owen Lattimore adds a brief but provocative query on "What of Japan's Future?" and there are excerpts from the new Japanese Constitution.

*Whose Promised Lands?* by Samuel Van Valkenburg, surveys the political problems of the Middle East, from the Armenian Junction through Iran, Iraq, Palestine and Egypt to India. Written by one of our leading geographers, this also contains a profusion of excellent maps. Dr. Halford Hoskins, capable scholar in the field of diplomacy, has written a six page section on "The New Era of Power Politics."

Too important for any teacher to ignore, regardless of his field of major interest, is Vera Micheles Dean's *Russia—Menace or Promise?* In twenty brief sections, each from three to eight pages long, Mrs. Dean presents an impressive amount of information about all phases of modern Russia: people, government, economics, and religion. She then tackles the questions of Russia's aims and objectives, of her relations with the United States, and of her possible attitude and policies toward world cooperation.

Shirley Jenkins' *Trading with Asia* (American Council, Institute of Pacific Relations, 1 East 54th Street, New York 22. 25 cents) discusses plans for the industrialization of Asia, explains why, in the past, there has been such a relatively small volume of trade between Asia and the United States, and explains how a modernized Asiatic economy can contribute to the prosperity of the United States.

All four of the above pamphlets are especially

significant at this time, all should be read by social studies teachers, and all can be valuable classroom materials if properly used. Superior students, or even average students with a real interest in foreign affairs, will read these readily. Less capable students can use them, especially the charts and maps, to find specifically assigned and located material. In addition, a number of these pamphlets arranged in a classroom in such a manner that students have ready and free access to them, will often arouse interests which have far reaching results.

## Domestic Problems

Edmonia White Grant has prepared a fourteen page bibliography of books, pamphlets and periodicals dealing with minority problems: *American Minority People During World War II; Basic Readings for Americans Concerned about Race Relations* (American Missionary Association, 287 Fourth Avenue, New York 10. Free).

Ethel Alpenfels, an anthropologist, has prepared an extremely attractive, readable pamphlet which answers many questions about race and race relations: *Sense and Nonsense About Race* (Missionary Education Movement of the United States and Canada, 156 Fifth Avenue, New York 10. 25 cents).

Community Chests and Councils, Inc., 155 East 44th Street, New York 17, has available a variety of materials stressing tolerance and community understanding. *Building Together* (15 cents) is a 16-page annotated bibliography "based on material

Four recent Public Affairs Pamphlets are timely and, as usual, very readable for the average high school student. Their titles are self-explanatory. (Public Affairs Committee, 22 East 38th Street, New York 16. 10 cents each).—Note the new address!

Davie, Maurice R. *What Shall We Do About Immigration?* Broughton, Philip S. *For A Stronger Congress.* This is especially fine. Modern Problems classes should be concerned with Congressional reorganization, and this pamphlet furnishes a fine starting point.

Carskadon, T. R. and Williamson, S. T. *Your Stake in Collective Bargaining.*

Kaempffert, Waldemar. *Should the Government Support Science?*



# Sight and Sound in Social Studies

William H. Hartley

## Motion Picture News

*Film Forum Review* is a quarterly publication of interest to all who use 16-mm. motion pictures for discussion purposes, published by the Institute of Adult Education, 525 West 120th Street, New York 27.

A monthly guide to educational films is yours for the asking from Electrical Manufacturers Public Information Center, 155 East 44th Street, New York 17. It is called "Empic Movie Guide," and it is issued monthly.

"How to Get the Most Out of Your Motion Picture Projector" is the title of a small folder issued by Bell and Howell, 1801 Larchmont Avenue, Chicago 13. It contains suggestions for choosing and using films. A new catalog of films will also be sent upon request.

"Films from Britain" is a new free folder listing films available from the British Information Service, 30 Rockefeller Plaza, New York 20.

Three series of *March of Time Forum Edition* films are now available. The rental price for each series of eight films is \$22.50. The 1946-47 series includes *The Philippine Republic*, *Britain and Her Empire*, *Music in America*, *Life with Baby*, *Italy*, *Greece*, *Palestine*, and *The Pacific Coast*. The films are not available separately but must be ordered in series from March of Time, 369 Lexington Avenue, New York 17.

A list of films on labor problems may be obtained for 10 cents from the CIO Department of Research and Education, 718 Jackson Place N.W., Washington 6.

## Recent 16-mm. Films

Brandon Films, Inc., 1600 Broadway, New York 19. *As Our Boyhood Is*. 20 minutes, sound; rental, \$3.00. The need for rural education of Negroes in the South. Pacific Railway Equipment Co., 960 East 16th Street, Los Angeles.

*Fresh as the Day It Was Picked*. 20 minutes, color, sound; free. The story of the refrigerator car. Valuable in units on transportation or food.

British Information Service, 30 Rockefeller Plaza, New York 20.

*A Defeated People*. 20 minutes, sound; small service fee. First official film of defeated Germany.

Office of Price Administration, Washington, D.C.

*Which Way This Time?* 11 minutes, sound; small service

fee. Points to inflation following past wars and urges cooperation to prevent it now.

Carl Dudley Productions, 9724 Santa Monica Boulevard, Beverly Hills, California.

*Arizona—This Land of Ours*. 10 minutes, color, sound; rental, apply. Tour of the state.

*California—This Land of Ours*. 10 minutes, color, sound; rental, apply. Tour of the state.

U.S. Bureau of Mines Experimental Station, 4800 Forbes Street, Pittsburgh 13, Pennsylvania.

*A Story of Texas and Its Natural Resources*. 57 minutes, sound; free. All aspects of Texas' resources are explained. Part I emphasizes mineral resources.

Religious Film Association, 11 West 42nd Street, New York.

*The Brotherhood of Man*. 10 minutes, sound; rental, apply. Stresses the "one-world" idea.

Coronet Instructional Films, 919 N. Michigan Avenue, Chicago 11.

*How to Study*. 10 minutes, sound; rental, apply. A ninth-grade student prepares a lesson in civics and learns study skills.

*Know Your Library*. 10 minutes, sound; rental, apply. Hints on library use.

International Films Foundation, Inc., 1600 Broadway, New York 19. (Write for address of nearest renting agency.)

*Mary Visits Poland*. 10 minutes, sound; sale, \$35. Visit to Polish homes, schools and farms.

*Poland*. 18 minutes, sound; sale, \$70. Over-all picture of modern Poland.

*Children of Russia*. 13 minutes, sound; sale, \$50. Russian children at school, at home, visiting museums and living in camps.

*People of the USSR*. 33 minutes, sound; sale, \$100. Visit to the homes and industry of Russia.

*Soviet Women*. 14 minutes, sound; sale, \$50. Women in factory and on farms in Russia.

*How Russians Play*. 18 minutes, sound; sale, \$65. Amusement parks, zoos, theatres, museums, excursions and camps. Young America Films, Inc., 18 East 41st Street, New York 17.

*Our Shrinking World*. 10 minutes, sound; rental apply. How transportation and communication have brought people together.

*The House I Live In*. 10 minutes, sound; sale, \$27.50. Frank Sinatra's appeal for tolerance.

Pictorial Films, Inc., RKO Building, Radio City, New York 20.

*How a Bill Becomes a Law*. 20 minutes, sound; sale, \$60. Each step in law-making illustrated.

Encyclopaedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6.

*Property Taxation*. 10 minutes, sound; sale, \$45. What taxes are used for and how they are determined.

*Cotton*. 10 minutes, sound; sale, \$45. The story of cotton cloth, from the picking of the boll to the shipping of the finished cloth.

Horizon Films, 232 West 14th Street, New York 11.

*Of These Our People.* 25 minutes, sound; sale, \$65. The story of the Jews in America.

U.S. Department of Agriculture, Washington, D.C. (Write for address of distributor nearest to you.)

*Freedom and Famine.* 11 minutes, sound; small service fee. Can we feed the hungry of Europe?

## Radio Notes

Write now to the major networks to have your name put on their mailing list for monthly program announcements of interest to your students: The Columbia Broadcasting Company, 485 Madison Avenue, New York 22, Mutual Broadcasting Company, 1440 Broadway, New York 19, and the National Broadcasting Company, 30 Rockefeller Plaza, New York 20.

A recent press release from CBS announces that "U.S. Education Commissioner hails 'School of the Air's' new time as long-sought opportunity for desirable family listening." We find ourselves differing vigorously with Dr. Studebaker. The former time of the CBS "School of the Air" was 9:15 A.M., E.S.T. Last year this program was changed to 5:00 P.M., E.S.T., thus denying the use of this valuable program to thousands of classrooms throughout America. Again this year the "School of the Air" will broadcast at the late hour as a family program rather than a teaching tool for classroom use.

A copy of "The Influence of Radio, Motion Pictures, and Comics on Children" may be had by writing to Elsie Dick, Mutual Broadcasting Company, 1440 Broadway, New York 19.

Teachers interested in school broadcasts will find interesting reading in R. C. Krulevitch's *Radio Drama Production—A Handbook*. (Rinehart and Co., 1946) This book is a thorough exposition of the theory of radio production with witty and practical advice to lessen the trials and tribulations of the director.

"The Service Bulletin of the FREC" is a monthly publication of the Federal Radio Education Committee, U.S. Office of Education, Federal Security Agency, Washington, D.C. It is free to teachers and contains valuable information concerning radio programs, transcriptions, and teaching techniques.

The "Script-of-the-Month" is a service offered by The American Mercury, 570 Lexington Avenue, New York 22. Each month this service sends its subscribers a radio script suitable for classroom or assembly use. Subscriptions are 50 cents for the nine issues.

## Recordings

Production of a two-volume record album of excerpts from the speeches of Franklin Delano Roosevelt has been announced by the National Broadcasting Company, 30 Rockefeller Plaza, New York 20. Titled "Rendezvous with Destiny," the 12-disc album, which consumes approximately two hours' playing time, is the first in a series of NBC Documentary Recordings produced under the editorial advisorship of James Rowland Angell. Transcribed at 78 rpm, these records can be played on home-type photographs. The albums are priced at \$15, plus transportation.

Recordings describing the work of UNRRA may be borrowed for periods of two weeks at no cost except for transportation from Federal Radio Education Committee, U.S. Office of Education, Washington 25, D.C. These records are the 16-inch size and can be played only on slow-speed, 33 $\frac{1}{3}$  rpm, record players.

A "Library of Voices," consisting of recordings of voices by famous personages the world over, is maintained by Audio-Scriptions, 1619 Broadway, New York 19. These records are of the 12-inch size and retail for about \$5 each. A list of available records will be sent upon request.

"Teach-O-Discs" are recordings especially produced for classroom use. Of special interest to social studies teachers are the Marquis James dramatizations on Patrick Henry, Paul Revere, and The Constitution. Records are double-faced, 12-inch discs which play on ordinary 78 rpm, home-type record players. Priced at \$2.50 per record, these effective classroom teaching tools may be obtained from the Audio-Visual Division, Popular Science Publishing Co., 353 Fourth Avenue, New York 10.

An electric phonograph especially designed for classrooms, weighing only 18 pounds and retailing at \$48.90 is distributed by Popular Science (see address above). With 5-inch speaker, 3-tube amplifier, and built-in compartment for 18 records, the Rembrandt record player plays at 78 rpm, the usual phonograph speed.

## Filmstrips

The Council Against Intolerance in America, 17 East 42nd Street, New York 17, announces that the filmstrip *Forward—All Together* is ready for distribution. Here is the story of the bad spots and the bright ones in the national scene of intolerance. Speech notes accompany the film.

The filmstrip can be borrowed from the Council or it can be purchased for \$2.50 from Film Publishers, Inc., 12 East 44th Street, New York. Three more filmstrips are in preparation by the Council: *The Springfield Plan*, *The Negro in American Life*, and *The Jew in American Life*.

A free filmstrip entitled "Highway Transportation" is distributed by the Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11.

"Teach-O-Filmstrips" is a new series of visual aids organized as self-contained teaching units and including provisions for motivation, concept teaching, summarization, and provocative questioning. Produced and distributed by Audio-Visual Division, Popular Science Publishing Co., 353 Fourth Avenue, New York 10, these filmstrips will be welcomed by social science teachers. Especially welcome is the series entitled "Living Together in the United States." Designed for use in the middle grades the series includes *How We Work Together*, *The Story of Our Food*, *How We Are Clothed*, *Our Houses and Our Communities*, *Communicating with Our Neighbors*, *Transportation in Our Country*, *Opportunities for Play and Recreation in Our Country*. Averaging 45 frames, these filmstrips sell for \$2.50 each.

### Maps and Globes

A new simplified 12-inch globe has been announced by the George F. Cram Co., 730 East Washington Street, Indianapolis 7. Especially prepared for teaching social studies in the lower grades, it is free of political boundaries and shows less than 150 place names. The surface is markable and washable. Further information may be obtained from the manufacturer.

A large number of atlases are described in a new folder available from C. S. Hammond and Co., 88 Lexington Avenue, New York 16.

For 75 cents you can obtain a large map of your section of the country as plotted by the Coast and Geodetic Survey, provided you live along a seacoast. Send your order to U.S. Coast and Geodetic Survey, Department of Commerce, Washington, D.C.

A large county outline map of the United States is obtainable for 15 cents from Superintendent of Documents, Washington.

### Slides

You can have photographic slides made from your own photographs for 70 cents each at the

Chicago Slide Co., 6 East Lake Street, Chicago.

Educational 2x2-inch color slides, packaged in complete units of 12 slides, are being distributed by Coast Visual Education Co., 143 West Washington Boulevard, Los Angeles 15. A free descriptive catalog will be mailed on request.

Handmade lantern slides are a vital learning aid for the social studies. Using etched glass and a soft lead pencil, slides may be easily produced by pupils from first grade to high school. To assist in this activity the Keystone View Co., Meadville, Pennsylvania, has published a book entitled *Handmade Lantern Slide Copy for the Lower Grades*. Here are 192 base drawings for teaching holidays, seasons, safety, health, and other subjects. The pupils may copy the drawing into slide material for projection before the entire class. The book costs \$1.75.

### Geography Materials

A complete list of "Material Aids for Use in Teaching Geography" costs 25 cents from A. G. Simmons, State Teachers College, Fitchburg, Massachusetts.

### Helpful Articles

Auginbaugh, B. A. "When Will You Visual Instructionists Teach Children to Use Maps, Charts, Globes, Specimens and Models?" *Film and Radio Guide*, XII:25-26, June, 1946. Stresses importance of classroom teacher in actual use of graphic aids.

De Bernardis, Amo, and Brown, James W. "A Study of Teacher Skills and Knowledge Necessary for the Use of Audio-Visual Aids," *Elementary School Journal*, XLVI: 550-556, June, 1946. Summary of knowledge of mechanics, utilization, production, and facilities necessary for teachers.

Field, Mary. "Britain's Experience with Films," *Nation's Schools*, XXXVIII:52, August, 1946. Techniques and Lessons from Britain's film program.

Hill, Andrew P. "Environment Aids Learning," *Educational Leadership*, III:371-373, May, 1946. Education needs improved surroundings.

Korey, Ruth Anne. "The Picture File," *Grade Teacher*, LXIII:50, 67, June, 1946. Build up a file of pictures for teaching purposes.

Olsen, Edward G. "Perspective in Audio-Visual Education," *Educational Screen*, XXV:120-122, March, 1946. A masterful exposition of the function of audio-visual materials and their proper integration with the whole structure of the learning process.

Sheppard, Mildred. "Fun With Maps and Globes," *Educational Screen*, XXV:236-238, May, 1946. A fifth-grade unit in map study.

Simpson, Claude L. "Inter-Americanism at Home," *Educational Screen*, XXV:291-292, June, 1946. A unit utilizing all types of audio-visual materials.

Yates, William H. "Instructional Films That Do Not Instruct," *Journal of Education*, CXXIX:165-166, May, 1946. The writer opposes background music which makes it difficult to hear the narrator.



# Book Reviews

**FARMERS OF THE WORLD: THE DEVELOPMENT OF AGRICULTURAL EXTENSION.** Edited by Edmund deS. Brunner, Irwin T. Sanders, and Douglas Ensminger. New York: Columbia University Press, 1945. Pp. xiii, 208. \$2.50.

Teaching for One World is going to require many new emphases, one of which is attention to similarities instead of differences. This survey of world-wide agricultural extension points up many such resemblances; in fact, the central thesis is the similarity of rural problems throughout the world. There is also a definite emphasis on democratic means of resolving those problems.

If the primary test of good editing, in a collaborative work of this nature, is so to select and guide one's contributors that they reflect various aspects of a central thesis, and that the book presents a unified and consistent point of view, then these editors have done a superb job. The contributors are all outstanding men in their field and area, and there is no weak section in the entire book.

Following the introduction—a discussion of What Extension Is—there are three main divisions: Nonliterate Societies; Peasant Societies; and Euro-American Society. Dr. Brunner and M. L. Wilson, Director of Cooperative Extension Work in the Department of Agriculture, have added a realistic and constructive conclusion—a discussion of the Role of Extension in World Reconstruction.

It is impossible to do justice to the separate chapters of this book, within the limits of a review. There are excellent discussions of extension work in the Pacific Islands, China, India, the Balkans, Latin America, the United Kingdom, North-West Europe, and the United States. Dr. Sanders' chapter on the Characteristics of Peasant Societies, which serves as an introduction to the second section, is a distinguished survey. Of more interest to some readers will be the discussion of extension work in the United States, by Drs. Brunner and Smith.

This volume deserves a much wider audience than it seems likely to have. The publishers have produced a book as beautiful as it is significant, but they are not giving it the publicity it merits. Works of this kind can do much to help break

down the barriers of isolationism.

Regardless of its sale to the general public, this book is almost indispensable for the school library, and to the social studies teacher. This reviewer knows of no single volume which could be used in so many different subject-matter fields. World history, American history, modern problems, geography, sociology, economics, Asiatic history, Latin American history, or community civics—in each of these areas this book would be of real value. Even more important, perhaps, the reading of this book would give many teachers new insight into world conditions and some of the social forces at work today.

RALPH ADAMS BROWN

New York City

**EDUCATION AND THE PROMISE OF AMERICA.** By George S. Counts. New York: Macmillan, 1945. Pp. ix, 157. \$1.50.

George S. Counts has devoted a distinguished career in education to a clarification of the relationships between education and society—especially democratic society in America. This volume, *Education and the Promise of America*, is, in a sense, a summary of the conclusions reached by Professor Counts from his study, research, and direct experience. The theme of the book is, "that education always expresses a conception of civilization and that our education should express a great conception of our civilization in its historical and world setting."

The book describes the threads that form the fabric of the American tradition. This tradition is described not statically, but in the full drama of accelerated change, incoordination, and maladjustment. The approach, however, is positive. The stress is on the moral commitments of the American people, the nature of the American dream, faith in America's future, and the new frontiers that challenge man in an industrial society encompassing an interdependent world. Education is the instrument that will enable the American people to develop the enlightenment, values, and competence necessary to realize their goals. The tasks of education are to: (1) rear "the young in the habits and dispositions, the attitudes and loyalties of orderly and democratic procedures in the conduct of all group activity"; (2)

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develop a comprehensive understanding and appreciation of the past and present; and (3) achieve "the widest possible enlightenment on the great issues of government and civilization."

The book was written to be delivered as a Kappa Delta Pi lecture, and its style is direct and stirring, easy to read and inspiring. Every social studies teacher should find in it a succinct interpretation of the role of social education in American culture and a renewal of faith in the contribution that education can make to a fuller realization of democratic values.

I. JAMES QUILLEN

Stanford University

**MODERN WORLD POLITICS.** By Thorston V. Kalijarvi and Associates. Second Ed. New York: Crowell, 1945. pp. xii, 852; 32 maps. \$3.75.

The leading author in the Preface indicates that this volume is designed to orient students "in the stark and brutal facts of power politics" without, however, abandoning hope for peace. In its setup the book is proportioned accordingly. Part Two dealing with the techniques and instruments of Power Politics—the economic strug-

gle, the press, diplomacy, military organization, generalship, sea power, aeropolitics, psychological warfare, treachery, etc.—occupies over three hundred pages. Psychological warfare alone with its many ramifications accounts for some seventy pages, while international law, including its history, its nature, scope, observance, enforcement, and its "growing strength," occupies twelve pages! World organizations of all kinds, including the League of Nations and the United Nations, are given some thirty pages, while almost at the end of the volume *three or four pages* are devoted to *Some suggested cures of war!* And the judgment is given that "The trend of history in spite of the two great world wars shows that men are slowly learning how to live more amicably with each other" (p. 711), a condition which one would not suspect from reading the volume itself, where one finds such statements as "The key of world politics is found in an understanding of the eternal and ceaseless search for power" though this power "need not always take the form of sheer violence and physical force" (p. 4). Whether this power is an end in itself, whether it is a means to an end or ends, and if so, what the relation of means to ends is, does not appear

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in the lengthy description of power politics.

The "democratic process is really only another manifestation of power" (p. 5), and the reader wonders if that is the whole story; and whether power in international politics (with armies, navies and air forces and now atomic bombs) is the same thing as "power" within a nation. Is the ballot the same kind of manifestation of power as the atomic bomb; is rational persuasion in the same class of power as monopoly propaganda or terrorism?

It may well be that power is at the bottom of international relations, but one could have wished that the analysis of power had been carried farther and such questions as these asked: Is there any essential difference between the struggle for power within the framework of a national government and the struggle for power between sovereign states? What is the ultimate effect of this struggle for power in a technological age? Is it detrimental to or even destructive of the highly intricate process of civilization? Is there fundamentally an incompatibility between the doctrine of nationalism and the doctrine of power? Can democracy survive if power politics

is to be intensified? Is totalitarianism the logical result of modern war?

The reviewer, I think, is justified in raising these questions since the whole balance of the book is so strongly on the side of assertion of power. In one or two places answers are hinted at but fuller treatment which one might reasonably expect in a book of these dimensions is not forthcoming. Nor is there an adequate explanation of the philosophical concept of power, and while, therefore, the reader has a wealth of material he will be left somewhat uncertain as to the significance of the detailed material by reason of the lack of a close integration of the chapters and the absence *inter alia* of the questions which I have indicated.

LINDEN A. MANDER

University of Washington

**WORLD ORDER: ITS INTELLECTUAL AND CULTURAL FOUNDATIONS.** Edited by F. Ernest Johnson. Religion and Civilization Series. Published by Institute for Religious Studies. New York: Harper, 1945. Pp. ix, 247. \$2.00.

*World Order* is a volume which contains a series of lectures given by leaders in religious and intellectual life at the Institute for Religious Studies at the Jewish Theological Seminary of America during the academic year 1943-1944.

The objective sought was to give these leaders an opportunity to express their viewpoints as to how religious leadership can contribute to a permanent world order. To the casual reader it might seem that some of the lectures are only distantly related to the problem of world order. But as stated by the editor, "More and more it is becoming evident that whatever makes for perfecting the democratic process in all its phases, for the promotion of justice and equity, and for the enrichment of personality has a bearing on the organization of the world for peace and co-operation."

The lectures were given prior to the dropping of atomic bombs on Japan. Hence, the reader must study the lectures with the world of yesterday in mind. This fact, however, does not alter the importance of the volume since the contributions emphasize the basic causes of war and the biological and spiritual nature of man.

Throughout the lectures there is expressed an optimistic note as to the possibility of eradicating the causes of war. Man is pictured as pos-



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sessing the potentialities for providing a good life and the achievement of a cooperative world community. The task of reaching the objective is not easy, yet it is not impossible. The goal will be reached when some of the present opposing forces are reconciled, or when the evil forces are subordinated to the good. This goal has been attained in some communities. Therefore, why should it be impossible in a world community? The men of letters and scholarship are challenged to assume the task of building a cultural order that will insist on world order. Human nature is adaptable to this end.

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JOSEPH KISE

State Teachers College  
Moorhead, Minnesota

**CENTRAL-EASTERN EUROPE: CRUCIBLE OF WORLD WARS.** By Joseph Roucek and Associates. New York: Prentice-Hall, 1946. Pp. xii, 679. \$5.00.

This is an interesting and useful book dealing with Austria, Hungary, Czechoslovakia, Poland, the Soviet Union, Finland, Latvia, Lithuania,

Estonia, Russia, Yugoslavia, Bulgaria, Albania, Greece, and Turkey. The first half of the volume considers the story of each of these states from its medieval origins to 1918. The second half carries the story for each from 1918 to 1945. Twelve of the thirty-two chapters were written by Professor Roucek himself. The others were done by such authors as Hans Kohn, T. V. Kalijarvi, E. C. Helmreich, and Floyd Cave. There are several good maps and the chapter bibliographies are useful for their up-to-dateness.

While there is nothing new in the volume, and while the latter portions lean too heavily on newspapers, magazines, and propaganda publications, the total effect does represent a valuable contribution to an understanding of a portion of Europe little known to most Americans.

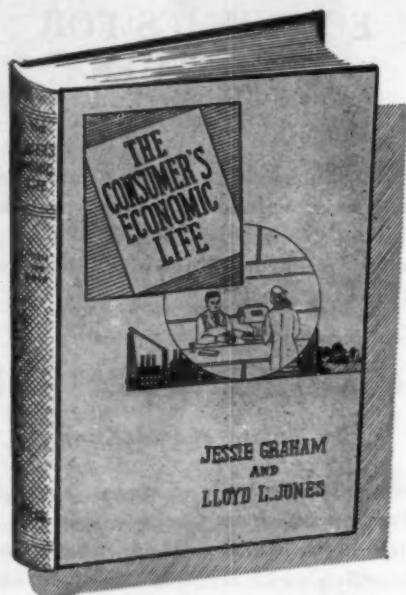
WALTER CONSUELO LANGSAM

Wagner College

**AMERICA'S ROLE IN WORLD AFFAIRS.** By Emil Lengyel (The American Way, edited by S. P. McCutchen.) New York: Harper, 1946. Pp. ix, 318. \$1.60.

Mr. Lengyel's little book seems to be an attempt to pull together for the secondary-school

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student, in an interesting and compact form, the foreign policy of the United States with its historic background and probable future developments. The book opens with a statement of the "American Dilemma," which the author sees as the achievement of power and greatness at a time when the American people do not want the concomitant responsibilities of leadership. Mr. Lengyel then goes back to discuss the Monroe Doctrine, our Far Eastern Policy, and the United States in European affairs. A new era in American international affairs is noted with the advent of Franklin D. Roosevelt in 1933. A separate and dispassionate chapter on "The United States Faces the Soviets" brings the reader up to date. Mr. Lengyel then says that a nation's character is even more clearly individual than a person's character and that the national character of the United States has always been, although for a time unofficially so, international. He goes on to discuss some kinds of international organizations, quotes American officials on the necessity of international cooperation, and raises some pertinent problems of the post-war world.

It is the opinion of this reviewer that the shortcomings of this book outweigh its merits. It is

unnecessarily inconsistent, as, for example, in regard to attitudes. At one point the reader is encouraged by the text to be a tough-minded realist recognizing that power is the sole determinant in world affairs, and at another point visionary idealism is the message. In many instances the presentation is oversimple. "When we acquired the Philippines from Spain, we became, with one stroke, a Far Eastern Power, and had to decide upon a policy" (p. 44). The story of our acquisition of the Philippines merits more attention than that. Occasionally the material is misleading if not inaccurate, and at times the author makes statements which can not be calculated to promote intelligent international action on the part of the American reader.

It seems that these shortcomings are a result of the belief that the way to write for secondary students is to water down adults' materials. If a writer presumes to discuss foreign affairs for students, he owes it to the students to give them the answers and the reasons why. There are very good reasons why "proud Britannia accepted her place" (p. 33) in the Venezuela dispute, and it was not because Great Britain feared the United

States. The problem of the Boers in South Africa probably had a great deal more to do with Britain's decision to arbitrate than did Olney's letters. What was our attitude towards Japan in 1905 and why? The author starts to discuss this and never does.

Students can not understand international affairs without a knowledge of many facts. However, the selection of these facts can be more carefully made and better focused in terms of why a nation acts in a certain way at a specific time. Students will not read with interest some of our texts because they are not well written. The solution is not to "write down" to them. A much better resource for the teacher of American foreign policy is a reference of Mr. Lengyel's, Thomas A. Bailey's *America's Foreign Policies*, Headline Book No. 40, Foreign Policy Association, 1943, which is an abbreviation of his *Diplomatic History of the American People*.

RICHARD W. BURKHARDT

Syracuse University

THE UNITED STATES AND BRITAIN [Sumner Welles, ed., *The American Foreign Policy Library*]. By Crane Brinton. Harvard University Press, Cambridge, 1945. \$2.50.

In a brief but by no means trivial introduction to this book, Sumner Welles says: "It has far too often been assumed by public opinion in the United States that a harmonious relationship between the United Kingdom and the United States may be taken for granted . . . many of us too often overlook the fact that there do exist material grounds for friction between the leading Anglo-Saxon peoples."

The book itself matches its introduction in a willingness to stride in where hush-hush internationalists fear to tread. After a survey of modern Britain, a section on the effects of the war, and a third part on Anglo-American relations in the past, it gets to the nub of its subject in a detailed discussion of present and future problems in the relations between the two countries—a separate chapter each on economic, political, and psychological problems, and a final chapter on the "United States, Britain, and World Order." The historical sections are devoid of that tea-party sentimentality which has characterized so much of the history written by Americans about England; the contemporary parts are distinguished by a similar spade-calling discernment. Quite typically, and perhaps most impor-

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tantly, Professor Brinton makes his treatment of postwar foreign policy essentially a plea to have Britain and America "in the same fleet" but "not in the same boat." Writing even before the Fulton Speech startled many an American into questioning extreme Anglophilism, the author had the insight and frankness to say: "A holier-than-thou attitude comes natural to both British and Americans. . . . We and the British will separately indulge in it a good deal, towards each other and towards other nations. But we had better not develop a *joint* sense of virtue, a combined holier-than-thou attitude towards the rest of the world. . . . An Anglo-Saxon bloc . . . is an almost certain recipe for reviving the days of the Triple Entente and the Triple Alliance."

In the case of any book that is so highly interpretative, dissents are inevitable, and this reviewer wonders whether Professor Brinton has correctly gauged the meaning of the Labour victory in 1945. Writing close to the election and fresh from the two years he spent in England on war service, the author may have taken over too much of the British tendency to believe that no really radical break with the past ever comes to England. At any rate, he emphasizes the continuity between Conservative and Labor policies, asserting that the differences are more likely to prove ones of degree rather than kind. In foreign policy his prediction has certainly proved correct; a short while ago Churchill said all that has to be said when, listening to Bevin speak, he remarked, "My, how plump Anthony Eden has grown." But in important aspects of domestic affairs, the Attlee Government seems to be changing England far beyond a mere difference in degree.

If the Labour Party has been misjudged, of course some of the book's conclusions will be invalidated in time, but it would take a revolution to shake its essential points and something of a literary miracle to get more key facts about Anglo-American relations stated with so much readability in so few words. If this first volume is a fair sample of the twenty-four to come, Harvard's "American Foreign Policy Library" will have gone a long way towards achieving its high aim of giving Americans "a clear and reliable basis on which to do their own thinking about our foreign policy in the crucial years ahead."

ERIC F. GOLDMAN

Princeton University

HISTORY OF THE UNITED STATES OF AMERICA. By Henry William Elson. Rev. and enlarged. New York: Macmillan, 1945. Pp. xxv, 1071, lxvi. \$4.00.

The author declares in the preface of this high school textbook that since the first edition (1904) he has "read thousands of pages of history," has "many times consulted the sources," and has had the "advantages of many learned reviews of the book and of suggestions made by kindly disposed readers." As a matter of fact, the work does not reflect any acquaintance with the historical scholarship of the past two decades.

Were it not for the nostalgia with which the reviewer recalls the use he made early in his teaching career of *Modern Times and the Living Past* by the same author, he would be tempted to compare Professor Elson with Parson Weems. Certainly the former has the same versatility as Washington's first biographer. Lutheran pastor, professor of history at Ohio University, president of his Alma Mater (Thiel College, Pennsylvania), and lecturer, he has likewise been a prolific writer in the course of his long life (he was born in 1857). His titles range from *Star Gazer's Handbook* to *How to Teach History*, with several historical biographies for children. Possibly he is best known for *Side Lights on American History*, a two-volume work published at the turn of the century. *Through the Years with our Constitution* came out in 1937.

The prefaces of the various editions of the work being reviewed are as misleading as those concocted by Parson Weems. One would be led to believe that new plates had been made recently. As a matter of fact, spot checking shows that the first 34 chapters of the 1935 and 1945 editions are practically identical, with the exceptions of minor changes in the bibliographical comments. Only two chapters are entirely new in the 1945 edition, although two others have been somewhat enlarged. Nevertheless, the author declares that "every chapter has been thoroughly worked over." He states that his chapter on the framing of the Constitution "has been rewritten." Actually the only change over the 1935 edition is the addition of six references, including Madison's *Notes* and *The Federalist*. Such practice possibly accounts in part for the following blurb: "History, as every one knows, is unchangeable. Books on science or geography must be changed on occasion; but if you get history right, it remains right. The past is changeless. No one ever challenges the accuracy of

"While this publication (Famous Americans) would be of particular value in the fields of social studies and English, actually its use would not be limited to those two fields. Personally, we like the book and feel that it would be a valuable adjunct to all school libraries."—Rex Putnam, Superintendent of Public Instruction, State of Oregon, by Robert E. Anderson, Supervisor, Curriculum and Publications.

"In the schools I would think that the book would be most welcome to classroom libraries, particularly in the fields of English and social studies."—C. C. Trillingham, Superintendent of Schools, Los Angeles County.

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Elson's history." Despite the author's claim that "most of the battle descriptions have been condensed," six chapters are assigned to a discussion of the Civil War and Reconstruction, practically as much space as is devoted to the period from the election of 1884 to the present.

Lay reviewers apparently have praised earlier editions. One notes with amazement such comments as "The book is not only the best single volume in the English language on history, but it is also the most interesting" and "It easily stands first of its kind among works of American history." Much more in order are statements to the effect that Professor Elson's style has "color and vigor"; that his patriotism is "stimulating and communicative"; that he "has shown us how a history may be made interesting as well as instructive."

Historical scholars have tended to neglect Professor Elson in their reviews, with one notable exception. Marcus W. Jernegan, writing for the June, 1906, issue of *School and Society* regarding one of the author's works on United States history, noted that there seemed to be "no limit to the production of textbooks on American history . . . in spite of the fact that no more books of

this type are needed." While admitting that Elson's *School History of the United States* would "probably prove satisfactory to the average teacher and pupil," he declared that it was useless "to continue to multiply books of the same general type." Pointing out that unless an author "can produce a text that will really fill a widespread need," Jernegan suggested that it would be well to postpone indefinitely "the attempt to add to the present supply." The reviewer believes that this conclusion is equally applicable to the book being reviewed.

MAX P. ALLEN

Northern Michigan College of Education  
Marquette, Michigan

## Publications Received

Aldrich, Julian and Bartlett, Hall. *Workbook in American History*. New York: Harper, 1946. Pp. ix, 188. \$1.28.

*American Economic Review*. "Papers and Proceedings of the Fifty-eighth Annual Meeting of the American Economic Association. Vol. XXXVI, No. 2. Menasha, Wisconsin: American Economic Association, 1946. Pp. xii, 960. \$1.25.

Attesberry, George C., Auble, John L., Hunt, Elgin F. *Introduction to Social Science: A Survey of Social Problems*. New York: Macmillan, 1946. Pp. xii, 787. \$4.00.

- Bowden, A. O., de Porter, Carmen Gonzalez, Cutright, Prudence, and Charters, W. W. *The Day Before Yesterday in America* (Inter-American Series, ed. by George I. Sanchez) New York: Macmillan, 1946. Pp. xi, 283. \$1.44.
- Brameld, Theodore. *Minority Problems in the Public Schools. A Study of Administrative Policies and Practices in Seven School Systems.* New York: Harper, 1946. Pp. ix, 264. \$2.50.
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Address the Executive Secretary, 1201 Sixteenth Street N.W., Washington 6, D.C.

Editorial office: 204 Fayerweather Hall, Columbia University, New York City 27. Correspondence in regard to manuscripts, reviews, and advertising should be addressed to the Editor.

Subscription without membership is \$2.00 a year; single copies 30 cents. Address SOCIAL EDUCATION, 1201 Sixteenth St. N.W., Washington 6.

Published monthly except June, July, August, and September at 1201 Sixteenth Street N.W., Washington 6, D.C., by the National Council for the Social Studies. Entered as second-class matter December 29, 1936, at the post office at Washington, D.C., and Menasha, Wisconsin, under the act of March 3, 1879.